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ABSTRACT

This is the third of five volumes of essays in the form of recommendations for the improvement of programs, services, and activities offered through vocational-technical education in North Carolina. The volume explains the rationale for and comments on 26 recommendations prepared by the State Advisory Council on Vocational Education for fiscal year July 1987-June 1988. Topics covered by the 26 resolutions are the following: (1) teaching requirements for administrators; (2) approval of a study of the Carl D. Perkins Vocational Education Act and Job Training Partnership Act programs; (3) changing the distribution of financial assistance under the Perkins Act; (4) need for a State Board of Education review of the report "The Clash of Ideas is the Sound of Freedom"; (5) school attendance policies; (6) testing for vocational education teachers; (7) student financial aid; (8) peer advisors on vocational education; (9) implementing council recommendations; (10) governance of vocational education; (11) teacher qualifications; (12) expenditures for vocational education equipment; (13) increasing community college enrollment; (14) financial aid for prospective teachers; (15) need for pamphlets publicizing vocational education; (16) qualifications of community college faculty; (17) community college advisory boards; (18) need for a unified system of educational administration; (19) training for the unemployed; (20) approval of a mission statement; (21) support for the efforts of the Association of Community College Trustees; (22) development of a brochure for community colleges; (23) financing vocational education; (24) funding community colleges; (25) unspent funds; and (26) distribution of college vocational education funding. (KC)

A COLLECTION OF ESSAYS:
Recommendations Related to Education in General and Vocational-Technical Education in Particular

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VOLUME III:
JULY, 1987 - JUNE, 1988

IDEAS ARE FOREVER!

Developed by
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II. The North Carolina Employment Security Commission require that the employability plan identify employment alternatives and training options, one of which must be selected in order to receive unemployment benefits;

III. The Employment Security Commission petition the State Board of Education and the State Board of Community Colleges to request local Boards of Education and Boards of Trustees to provide retraining for individuals identified by the Employment Security Commission;

IV. The State Board of Education and the State Board of Community Colleges petition the Employment Security Commission to implement Recommendations I and II; AND, that the State Board of Education and the State Board of Community Colleges petition the local Boards of Education and Boards of Trustees to provide the necessary retraining of individuals identified by the Employment Security Commission..... 19

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PREFACE

One of the duties of the State Advisory Council on Vocational Education is to give advice to the Governor, the business community, the general public and to the state's education boards on what might be done to improve the quality of programs, services and activities offered through vocational education. In implementing this assignment of federal law under the Carl D. Perkins Vocational Education Act, P.L. 98-524, as amended, the State Advisory Council has issued a number of recommendations over its existence of twenty years.

The rationale for each recommendation of the State Advisory Council on Vocational Education, by fiscal year since 1985-86, has been compiled. This is the third of five volumes of essays in the form of recommendations that have been organized by topic and printed in one place. It should be noted, however, that an earlier document under the title *A Compendium of Reports, Policy Statements, Studies, and Other Activities Since 1969* was issued in July, 1986. The document includes all of the recommendations from 1970, when the State Advisory Council issued its first Annual Report, to 1985 as well as responses to the recommendations, if known.

The members of the State Advisory Council on Vocational Education and I hope those who read this volume will benefit from that experience.

E. Michael Latta
May, 1990

INTRODUCTION

While there is no legal obligation for the State Advisory Council on Vocational Education to do so, an annual report is published at the end of each fiscal year. In each annual report, the recommendations of the State Advisory Council on Vocational Education for that particular fiscal year are included. However, the full rationale for the recommendations are not included. The purpose of this volume is to bring together each recommendation for a specified fiscal year along with the rationale for each recommendation.

This volume covers fiscal year July, 1987 - June, 1988, under the annual report title of *Ideas Are Forever!*

SECTION 1

If you want to really understand another, "walk a mile in his shoes."

THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION RECOMMENDS THE STATE BOARD OF EDUCATION REQUIRE EVERY LOCAL BOARD OF EDUCATION TO ESTABLISH AN EXCHANGE PROGRAM WITH TEACHERS TO THE END THAT ALL CERTIFIED ADMINISTRATIVE PERSONNEL WOULD TEACH AT LEAST TWO DAYS DURING EACH FIVE-YEAR PERIOD AS ONE FACTOR IN MAINTAINING A VALID CERTIFICATE

Adopted August 28, 1987

It takes people to make a school function. Indeed, education is a labor intensive business. However, no one person is more important than another if the school is functioning as a "team."

Today, throughout the state, there are about two thousand public schools with about sixty thousand certified professionals involved in the education of over 1,000,000 young people. About fifty thousand of the individuals working in the public schools of the state are teachers, individuals responsible on a day-by-day basis with teaching young people. The process of teaching--day in and day out--by teachers has been described as "where the rubber meets the road." Indeed, without the essential element of teaching, all of the other activities related to schooling would be of little value. That is why it is important for those who work in the public school systems of the state to not lose sight of the major functions of every school--teaching and learning.

In the last several years, events have taken place that seem to have "driven-a-wedge" between the teachers and the administrators in the public schools. For the purpose of this paper, the term "teacher" is defined as any person whose primary duty is to teach young people on a regular basis. "Administrative personnel" is defined as all other certified professionals in a school system, other than teachers. The State Advisory Council on Vocational Education recommends that all certified administrative personnel be required to teach for at least two days during a five-year period in order to maintain a

valid certificate. The essential reason for this recommendations is to attempt to assure that administrative personnel continue to be sensitive to the concerns of teachers. It is believed that an exchange program with teachers by administrative personnel should be the essential element of such a program.

A similar effort was encouraged by the 1983 General Assembly of the state when Resolution 27 was ratified (see the attachment). The main purpose of that Resolution was to encourage the Board of Governors and the State Board of Education to establish an exchange program between teachers in the public schools and faculty members who teach educational methods courses in the public and private college and universities of the state. In a letter dated February 4, 1987, from an Associate Vice President for Academic Affairs of The University of North Carolina (Dr. Donald J. Stedman), to the introducer of Resolution 27 (Representative Howard Chapin, incidentally a retired classroom teacher), these sentences are significant:

> "Finally, the great majority of the faculty members who participated said that these activities should be continued. They expressed the view that their institutions, the schools, and the students all benefited. We are therefore continuing these programs this year, and later we will review our 1985-86 experience."

Based on the preliminary success of the exchange program established under the authority of Resolution 27, enacted in 1983, it is believed that a program of a similar nature would be useful to public school administrative personnel. Therefore, THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION RECOMMENDS THE STATE BOARD OF EDUCATION REQUIRE EVERY LOCAL BOARD OF EDUCATION TO ESTABLISH AN EXCHANGE PROGRAM WITH TEACHERS TO THE END THAT ALL CERTIFIED ADMINISTRATIVE PERSONNEL WOULD TEACH AT LEAST TWO DAYS DURING EACH FIVE-YEAR PERIOD AS ONE FACTOR IN MAINTAINING A VALID CERTIFICATE.

H. B. 334 **RESOLUTION 27**

A JOINT RESOLUTION TO IMPROVE THE COMPETENCE OF FACULTY MEMBERS IN EDUCATIONAL METHODS IN THE UNIVERSITY, THE PRIVATE COLLEGES AND UNIVERSITIES AND IN THE PUBLIC SCHOOLS OF NORTH CAROLINA.

Whereas, the effectiveness of teachers in the public schools of North Carolina depends heavily upon the competence and ability of the faculty members in all approved college and university teacher education programs; and

Whereas, teaching competencies can be more effectively defined and developed by professionals with knowledge and experience pertinent to the contemporary public school classroom and through regular participation in teaching and learning;

Now, therefore, be it resolved by the House of Representatives, the Senate concurring:

Section 1. The Board of Governors of The University of North Carolina and the State Board of Education are encouraged to develop and implement experimental programs designed to improve the quality of the teaching in the public schools including exchanges among teachers in the public schools and university faculty members teaching courses in educational methods in constituent institutions of The University of North Carolina, and the faculty members in private colleges and universities having approved teacher education programs to participate in exchanges and other experimental programs.

Sec. 2. The Board of Governors and the State Board of Education shall report to the Committees on Education and the Committees on Higher Education of the Senate and the House of Representatives on the progress of this program at the meeting of the 1983 General Assembly, Second Session, 1984.

Sec. 3. This resolution is effective upon ratification.

In the General Assembly read three times and ratified, this the 10th day of June, 1983.

SECTION 2

We just want to be heard.

THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION RECOMMENDS THAT THE STATE BOARD OF EDUCATION AND THE STATE BOARD OF COMMUNITY COLLEGES ENDORSE THE FINDINGS AND RECOMMENDATIONS CONTAINED IN A REPORT: AN EVALUATION OF THE ADEQUACY AND EFFECTIVENESS OF THE VOCATIONAL EDUCATION PROGRAM DELIVERY SYSTEMS ASSISTED UNDER THE CARL D. PERKINS VOCATIONAL EDUCATION ACT AND UNDER THE JOB TRAINING PARTNERSHIP ACT

Adopted August 28, 1987

The State Advisory Council on Vocational Education, hereinafter called "The Council," has been established in the State of North Carolina pursuant to the Carl D. Perkins Vocational Education Act, (VEA), Public Law 98-524, as amended. One of the duties of The Council is to evaluate at least once every two years the vocational education program delivery systems assisted under the VEA and under the Job Training Partnership Act (JTPA), in terms of their adequacy and effectiveness in achieving the purposes of each of the two Acts. In addition, The Council is to make recommendations to the State Board (defined in North Carolina as both the State Board of Education (SBE) and the State Board of Community Colleges (SBCC)) on the adequacy and effectiveness of the coordination that takes place between the VEA and the JTPA. Further, The Council is to advise the Governor, the State Board, the State Job Training Coordinating Council (SJTCC), and the U.S. Secretaries of Education and Labor of The Council's findings and recommendations.

In response to these requirements imposed by federal law, The Council adopted a paper on February 20, 1987 and forwarded it to the individuals and agencies as aforementioned. The findings and recommendations, as contained in the Executive Summary of that paper, is in the Appendix. As of this writing, The Council has not had an acknowledgment from any of the individuals or agencies except the Lt. Governor (as a member of the SBE and SBCC) and the SJTCC. In fact the SJTCC provided a written response to each of the findings and recom-

mendations, taking exception to several recommendations while supporting the remainder.

In view of the fact that the findings and recommendations could have a significant impact on the SBE and the SBCC, The Council strongly suggest that these Boards review the findings and recommendations in the Appendix. The Council believes that a positive response to these findings and recommendations would improve substantially the programs of the VEA and the JTPA as well as improve the coordination of these programs. Therefore, The Council **RECOMMENDS THAT THE STATE BOARD OF EDUCATION AND THE STATE BOARD OF COMMUNITY COLLEGES ENDORSE THE FINDINGS AND RECOMMENDATIONS CONTAINED IN A REPORT: AN EVALUATION OF THE ADEQUACY AND EFFECTIVENESS OF THE VOCATIONAL EDUCATION PROGRAM DELIVERY SYSTEMS ASSISTED UNDER THE CARL D. PERKINS VOCATIONAL EDUCATION ACT AND UNDER THE JOB TRAINING PARTNERSHIP ACT.**

EXECUTIVE SUMMARY

The purpose of this summary is to report the findings and recommendations of an evaluation of the adequacy and effectiveness of the vocational education program delivery systems assisted under the Carl D. Perkins Vocational Education Act (VEA) and under the Job Training Partnership Act (JTPA) conducted by the State Advisory Council on Vocational Education, hereinafter called the State Council. By federal law, the findings and recommendations are to be provided, in writing, to the Governor; the State Board of Education and the State Board of Community Colleges; the State Job Training Coordinating Council; and the U.S. Secretaries of Education and Labor.

FINDINGS AND RECOMMENDATIONS

The State Council **FINDS** that the delivery systems in our state are not organized and administered so as to ensure that the VEA and the JTPA are as adequate or effective as they could be.

The State Council **RECOMMENDS**, as it did in 1984, that the State Board of Education and the State Board of Community Colleges jointly request the General Assembly to exercise its authority over the Job Training Partnership Act (JTPA) in order to focus the funds for training.

The State Council **FINDS** that there is limited coordination taking place between the VEA and the JTPA.

The State Council **FINDS** no compelling need for two different pieces of federal legislation regulating the VEA and the JTPA.

The State Council **RECOMMENDS** to the State Boards that when the Congress is considering the VEA and/or the JTPA legislation in the future that the State Boards seek a new piece of federal legislation which will fold together the VEA and the JTPA. It is **FURTHER RECOMMENDED** that such federal legislation contain a provision for an independent State Council on Vocational Education and Job Training, combining the functions of the State Job Training Coordinating Council and the State Advisory Council on Vocational Education.

The State Council **FINDS** that the lack of adequate coordination between the VEA and the JTPA is a problem that has been enlarged at the state level.

The State Council **RECOMMENDS** as a first step to improved coordination is to locate the state administration of the JTPA in the Department of Administration (DOA).

The State Council **RECOMMENDS** that the State Job Training Coordinating Council (SJTCC) be established as an independent unit from the State Office of JTPA, with a separate staff, in order for the SJTCC to be able to implement its state and federal requirements in a more effective manner.

The State Council **FINDS** limited efforts to assure that the JTPA will be adequately coordinated with the VEA.

The State Council **RECOMMENDS** that (a) the administration of the JTPA programs in the Department of Public Instruction of the State Board of Education be moved from its current location and be reorganized within the Division of Vocational Education; (b) any future contracts between the State Boards assure a direct relationship between the VEA and the JTPA; and (c) the State Boards encourage the local boards that contract with a Private Industry Council (PIC) assure coordination between the VEA and the JTPA and that all the JTPA programs be administered by the local director(s) of the VEA, including the summer youth program of the JTPA.

The State Council **FINDS** that adequate coordination of JTPA, in this case Title III, with the VEA has not been achieved.

The State Council **RECOMMENDS** again the recommendations it made in 1984. They are:

(1) That the North Carolina Employment Security Commission require an employability plan for each person applying for unemployment benefits.

(2) That the North Carolina Employment Security Commission require that the employability plan identify alternatives and training options, one of which must be selected in order to receive unemployment benefits.

(3) That the Employment Security Commission petition the State Board of Education and the State Board of Community Colleges to request local Boards of Education and Boards of Trustees to provide retraining for individuals identified by the Employment Security Commission.

(4) That the State Board of Education and the State Board of Community Colleges petition the Employment Security Commission to implement Recommendations (1) and (2) (above);

AND

That the State Board of Education and the State Board of Community Colleges petition the local Boards of Education and Boards of Trustees to provide the necessary retraining of individuals by the Employment Security Commission.

SECTION 3

Let's split federal funds 50/50 between secondary and postsecondary vocational programs.

THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION RECOMMENDS TO THE STATE BOARD OF EDUCATION AND TO THE STATE BOARD OF COMMUNITY COLLEGES THAT THE DISTRIBUTION OF FINANCIAL ASSISTANCE MADE AVAILABLE BY THE U.S. CONGRESS THROUGH THE CARL D. PERKINS VOCATIONAL EDUCATION ACT BE CHANGED

Adopted August 28, 1987

The State Advisory Council on Vocational Education, hereinafter called "The Council," is charged by the Carl D. Perkins Vocational Education Act, Public Law 98-524, as amended to assess the distribution of financial assistance furnished under the Act, particularly with the analysis of the distribution of financial assistance between secondary vocational education programs and postsecondary vocational education programs. In the State of North Carolina the term "vocational" is synonymous with the terms "technical" and "occupational."

This mandate to The Council was dealt with as recently as August 1985. At that time, The Council recommended the distribution of federal vocational education funds to be 2/3 for secondary and 1/3 for postsecondary programs for the 1986-87 fiscal year, with a review of this distribution amount to be determined annually.

The Council is of the view that the current distribution now needs to be changed. The recommended changes are as follows:

- For fiscal year 1987-88, the distribution of federal vocational education funds should be 3/5 for secondary education and 2/5 for postsecondary, education, and
- For fiscal year 1988-89, the distribution should be a 50/50 split; 50 percent for secondary vocational education programs and 50 percent for postsecondary vocational education programs.

The Council realizes that this is late advice to the State Board of Education and to the State Board of Community Colleges. However, this advice is based on the fact that the 1987 General Assembly "fully funded" the regular vocational teaching positions in the public secondary schools when "The Current Operations

Appropriations Act of 1987" (Chapter 738, House Bill 1514) was ratified on August 7, 1987. This Act is to be "fully" appropriated beginning with the 1988-89 fiscal year. Consequently, now is the time to make the changes as recommended by The Council.

There are a number of reasons to make the changes in the distribution of federal funds for secondary and postsecondary vocational education programs. None are more persuasive than the fact that state appropriations were provided by the 1987 General Assembly for the salaries of secondary vocational education teachers, fully effective at the beginning of the 1988-89 fiscal year. Therefore, the fiscal impact of increasing the flow of federal vocational education funds to the community college system should not be noticeable to secondary vocational education programs during the 1987-89 period. Accordingly, THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION RECOMMENDS TO THE STATE BOARD OF EDUCATION AND TO THE STATE BOARD OF COMMUNITY COLLEGES THAT THE DISTRIBUTION OF FINANCIAL ASSISTANCE MADE AVAILABLE BY THE U.S. CONGRESS THROUGH THE CARL D. PERKINS VOCATIONAL EDUCATION ACT BE CHANGED.

SECTION 4

Research and study are essential for long-range planning.

THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION RECOMMENDS THAT THE STATE BOARD OF EDUCATION, IN COOPERATION WITH THE STATE BOARD OF COMMUNITY COLLEGES, REVIEW THE REPORT ENTITLED: THE CLASH OF IDEAS IS THE SOUND OF FREEDOM AND INDICATE EACH BOARD'S RESPONSE TO THE VOCATIONAL EDUCATION STUDY RECOMMENDATIONS AS WELL AS "THE COUNCIL'S STATEMENT" ON EACH RECOMMENDATION

Adopted August 28, 1987

"The State Board of Education shall be the sole State agency for the State administration of vocational education at all levels, shall be designated as the State Board of Vocational Education ..." (G.S. 115C-153) declares the General Statutes of the State of North Carolina. Moreover, "the State Board of Education shall prepare a Master Plan for Vocational Education" (G.S. 115C-154). In the development of a Master Plan for Vocational Education, state law requires that "the portion of the approved ... Plan for postsecondary vocational education ... shall be as approved by the State Board of Community Colleges" (G.S. 115C-158).

Currently, both the State Board of Education (SBE) and the State Board of Community Colleges (SBCC) are engaged in long-range planning. The SBE is refining as well as implementing a Basic Education Program (BEP) whereas the SBCC has a planning committee engaged in developing a long-range plan. Parenthetically, the Board of Governors of The University System has issued six long-range plans, the latest one for the period 1984-1989.

As the SBE and the SBCC continue to plan for the future, it is important to keep a focus on the essential mission of each system of education. For example, state law declares to the SBE that "it is the intent of the General Assembly that vocational education be an integral part of the educational process" (G.S. 115C-151). Further, the state's statutes require the SBE to implement the BEP with instruction being "... offered in the areas of arts, communication

skills, physical education and personal health and safety, mathematics, media and computer skills, science, second languages, social studies, and vocational education" (G.S. 115C-81). (Underlining for emphasis.) Likewise, the General Statutes require the following of community college institutions:

> The major purpose of each and every institution ... shall be and shall continue to be the offering of vocational and technical education and training, and of basic, high school level, academic education needed in order to profit from vocational and technical education, for students who are high school graduates or who are beyond the compulsory age limit of the public school system and who have left the public schools... (G.S. 115D-1).

Consequently, the SBE and the SBCC should be very interested in the Vocational Education Study, completed by Research Triangle Institute (RTI) in November 1986 for the Joint Legislative Commission on Governmental Operations, even though the 1987 General Assembly did not take any action on the recommendations contained in the Study. Notwithstanding this fact, both the SBE and SBCC should carefully review the Study recommendations as well as The Council's Statement on each Study recommendation. While the SBE reviewed a "draft" of the Study at its December 1986 meeting, the SBE has not to date reviewed or responded to the final Study or to The Council's Statement on each Study recommendation. Conversely, while the SBCC did receive a copy of the final Study at its January 1987 meeting, as well as heard a review of the Study by its principal author at its February 1987 meeting, the presentation focused primarily on the recommendations that might have an impact on the community college system. Six of the twenty-five recommendations in the Study are specifically directed to the SBCC. Two of the six recommendations were presented in an earlier report developed by RTI in May 1986 entitled: The North Carolina Community College Study. While the SBCC has been considering the recommendations made in the Community College Study, to date, it has not considered its position of the Vocational Education Study nor has it

responded to The Council's Statement on the recommendations in this latter Study. Accordingly, The Council RECOMMENDS THAT THE STATE BOARD OF EDUCATION, IN COOPERATION WITH THE STATE BOARD OF COMMUNITY COLLEGES, REVIEW THE REPORT ENTITLED: THE CLASH OF IDEAS IS THE SOUND OF FREEDOM AND INDICATE EACH BOARD'S RESPONSE TO THE VOCATIONAL EDUCATION STUDY RECOMMENDATIONS AS WELL AS "THE COUNCIL'S STATEMENT" ON EACH RECOMMENDATION.

SECTION 5

We should recognize and reward exceptional school attendance.

THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION RECOMMENDS THAT THE STATE BOARD OF EDUCATION (SBE) ADOPT A POLICY ON SCHOOL ATTENDANCE THAT, AS A MINIMUM, REQUIRES LOCAL BOARDS OF EDUCATION TO AWARD A CERTIFICATE OF RECOGNITION TO STUDENTS WHO ATTAIN A PERFECT ATTENDANCE RECORD DURING ANY SCHOOL YEAR AND FOR THE SBE TO REQUEST THE GENERAL ASSEMBLY TO PROVIDE A FINANCIAL AWARD TO ANY STUDENT WHO HAS A PERFECT ATTENDANCE RECORD FROM KINDERGARTEN THROUGH THE TWELFTH GRADE WHILE ENROLLED IN THE PUBLIC SCHOOLS

Adopted August 28, 1987

Much has been said and written about how to improve the public schools over the last several years. Indeed, a great deal of effort has been put forth in this state in hopes that the programs offered through the public schools will be substantially improved and that the students enrolled will be the beneficiaries of the improved programs. Nearly $800 million will be added to the $2.5 billion that the state is currently spending each year on current operations in order to implement a Basic Education Program. Efforts also are underway to improve the "effectiveness of teaching" as well as to assure that "capital outlay" funds are available in order to build the needed physical plants within which a Basic Education Plan can be offered.

While all of these efforts are to be commended and applauded, small efforts can sometimes pay significant dividends if offered in a strategic manner. For example, what if the state initiated an effort of encouraging students to be regular in their attendance at school? Likely, improved attendance would enhance the learning process; assist the students in developing a habit of good attendance; and probably reduce the overall dropout rate.

As the 1985 book, Investing In Our Children, pointed out; "... public education's most important task is to assure that all school children are grounded in ... positive work habits." Moreover, in a 1986 paper issued by the American Vocational Association entitled "Vocational Education's Role in Dropout

Prevention," one of the "Characteristics of Dropouts" was "frequent absentees and tardiness." If this is correct, then the state should assure that the students who enroll in the public schools are encouraged to be regular in their attendance. Indeed, the Constitution of North Carolina, in Article IX, Sec. 3, under a heading of "School attendance" requires that: "The General Assembly shall provide that every child of appropriate age and sufficient mental and physical ability shall attend the public schools, unless educated by other means." In response to this constitutional directive, the General Assembly has enacted a number of laws dealing with "compulsory attendance." In fact, 115C--378 of the General Statutes provides that:

> Every parent, guardian or other person in this State having charge or control of a child between the ages of seven and 16 years shall cause such child to attend school continuously for a period equal to the time which the public school to which the child is assigned shall be in session. No person shall encourage, entice or counsel any such child to be unlawfully absent from school. The parent, guardian, or custodian of a child shall notify the school of the reason for each known absence of the child, in accordance with local school policy.

"Attendance" is defined by the Controller's Office of the State Board of Education as "... the presence of a student on days when school is in session. A student is counted as present only when actually at school, present at another activity sponsored by the school as part of the school's program, or personally supervised by a member of the staff." Notwithstanding this definition of "attendance," the State Board of Education does not have any affirmative policy on school attendance.

Data from a four-year study of the Class of 1981 (1977-78 to 1980-81) prepared by the Division of Research of the State Department of Public Instruction and provided to the Joint Legislative Commission on Governmental Operations on May 15, 1986 reveals the number of "Days Absent By Year" as follows:

Freshman	8.4 days
Sophomore	9.1 days
Junior	9.5 days
Senior	10.8 days

Students generally have a better attendance record when they like their teachers and their courses. It is important, therefore, for all students to have good teachers and for schools to have available a wide range of courses to appeal to various students' interest. Indeed, the State Advisory Council on Vocational Education believes that one of the subject areas that should be available to all students is vocational education, as envisioned in the current Basic Education Program. Moreover, research indicates that regular school attendance and vocational education are deterrents to potential school dropouts. Based on these factors as well as others, THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION RECOMMENDS THAT THE STATE BOARD OF EDUCATION (SBE) ADOPT A POLICY ON SCHOOL ATTENDANCE THAT, AS A MINIMUM, REQUIRES LOCAL BOARDS OF EDUCATION TO AWARD A CERTIFICATE OF RECOGNITION TO STUDENTS WHO ATTAIN A PERFECT ATTENDANCE RECORD DURING ANY SCHOOL YEAR AND FOR THE SBE TO REQUEST THE GENERAL ASSEMBLY TO PROVIDE A FINANCIAL AWARD TO ANY STUDENT WHO HAS A PERFECT ATTENDANCE RECORD FROM KINDERGARTEN THROUGH THE TWELFTH GRADE WHILE ENROLLED IN THE PUBLIC SCHOOLS.

SECTION 6

Quality, quality, quality --
ever strive for quality.

THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION RECOMMENDS THAT THE STATE BOARD OF EDUCATION (SBE) AND THE STATE BOARD OF COMMUNITY COLLEGES (SBCC) REQUIRE ALL VOCATIONAL/TECHNICAL TEACHERS TO TAKE AN APPROPRIATE TEST, IF AVAILABLE, THROUGH THE NATIONAL OCCUPATIONAL COMPETENCY TESTING INSTITUTE (NOCTI) BEFORE A LOCAL BOARD OF EDUCATION/TRUSTEES, RESPECTFULLY, MAY EMPLOY A TEACHER USING FEDERAL AND/OR STATE FUNDS AND FOR BOTH THE SBE AND THE SBCC TO PETITION THE BOARD OF GOVERNORS TO REQUIRE THE CONSTITUENT INSTITUTIONS TO ACCEPT THE NOCTI TEST RESULTS IN GRANTING COLLEGE CREDIT, WITH THE NUMBER OF EARNED CREDITS TO BE DETERMINED, IN JOINT ACTION, BY THE CONSTITUENT INSTITUTIONS

Adopted August 28, 1987

The State Advisory Council on Vocational Education, hereinafter called "The Council," has been interested in "quality education" since its creation. The Council is convinced that quality education is unlikely without the best prepared teachers.

The Council has spoken to the issue of providing appropriate preservice and in-service training for professional personnel for nearly twenty years. For example, the Council's latest recommendation, of May 1986, dealt with improving the quality of Automobile Mechanics Teachers. With all of its efforts, The Council is not convinced that the quality or quantity of vocational/technical education teachers has been substantially improved over the years. Indeed, The Council reported in 1984 that 17 percent of the public school vocational education personnel did not hold college degrees. Moreover, The Council reported that nearly 30 percent of the full-time teachers of vocational/technical education in community college institutions had less than a four-year degree, whereas about 18 percent had less than a two-year degree. Even now, The Council has no evidence to suggest that the matter of the nondegree teacher is being addressed. A Report to the 1987 North Carolina General Assembly, entitled The Education of North Carolina's Teachers, submitted by the Board of Governors of The University

of North Carolina, does not speak to the issue of nondegree teachers even though The Council, in testimony to the Task Force on the Preparation of Teachers that was charged with the assignment of studying teacher education, called this issue to its attention. However, a report, entitled Teacher Supply and Demand in North Carolina Public Schools: 1986-1995, prepared for the Task Force, does project shortages in business education, health occupations and vocational handicapped teachers. "Teachers of trade and industry, prevocational courses and health occupations do not need a college degree to teach or be certified and are therefore not included on this [shortage] list" (p.55).

Of course, nondegree teachers continues to be an issue because the SBE and the SBCC allow their employment by local boards of education/trustees, respectively, and nondegree teachers are employed because the institutions of higher education in the state have failed to prepare all of the needed vocational/technical teachers. While this cycle of neglect should be broken, it appears that the practice of employing nondegree teachers will continue in the near future even though The Council, as late as 1984, questioned this practice as follows:

> Is it necessary or desirable ... for individuals to be teaching (or employed in education) without earned degrees? In the main, The Council does not believe this is a good public policy.

Notwithstanding this expressed concern, a "draft" copy of the Statistical Profile, 1987 for the North Carolina Public Schools, to be issued by the Controller's Office of the State Board of Education, for example, reveals that in 1986-87 local boards of education employed 908 professional personnel with less than a bachelors degree; the majority of which appear to be teachers (Table 19).

If the state is going to continue to allow the employment of nondegree

teachers as well as other teachers who may have degrees in one field but who may be employed to teach in out-of-field areas, The Council believes it is necessary to require any vocational education teacher to assure the employing entity that he/she has the necessary skills before being employed. One way to assure that the necessary skills have been acquired is by testing. The Council has looked into this possibility and believes that NOCTI offers the appropriate tests to assure competencies of vocational/technical teachers who are nondegreed.

What it NOCTI? It is the National Occupational Competency Testing Institute, a nonprofit educational corporation, organized in 1973, that provides competency examinations for teachers of vocational/technical education, especially in the trade and industry field as well as health occupations.

What are TOCTs? TOCT stands for Teacher Occupational Competency Tests. TOCTs are designed for prospective teachers experienced in skills trades or vocations who need to present objective evidence of their competence to become teachers or to obtain academic credit from an institution of higher education. The TOCT consists of two parts, written and performance. The performance test requires about five hours to complete, whereas the written test, consisting of 200 multiple-choice items, takes about three hours. These tests are generally available twice a year; however, they may be given more frequently. Also, if needed, test centers could be established in this state. While the cost of a single test is $130, payable to NOCTI, the average cost throughout the nation is about $220; the difference is available to pay for the cost of administering the tests. The Council believes it is desirable for the state to underwrite the costs of TOCTS. However, because of the importance of these tests, even if the individual has to pay the cost, The Council believes that the tests should be required, preferably to be taken during the employment period of the teacher.

In November 1986, NOCTI conducted a national survey to determine which states require these examinations and which universities grant credit for successful passing of NOCTI examinations. Several pertinent sections from that Executive Summary follow:

> Findings from the survey on the use of NOCTI teacher tests indicate that fourteen states require NOCTI TOCTs either for initial certification, to recertify within the first year, or for preservice teachers lacking work experience. Five more states will be requiring teacher competency assessment within the next four years, two states use their own tests, and mandated teacher testing is being considered in at least five more states. In most cases, the candidate pays the fee to take the NOCTI test. ... Tests are administered primarily by postsecondary vocational teachers, but a high number of secondary teachers and persons from business and industry are also used.
>
> Eighty-nine colleges and universities in forty-two states grant from 9 to 45 semester (up to 60 quarter) hours of credit to persons who successfully complete a NOCTI teacher test.

Accordingly, THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION RECOMMENDS THAT THE STATE BOARD OF EDUCATION (SBE) AND THE STATE BOARD OF COMMUNITY COLLEGES (SBCC) REQUIRE ALL VOCATIONAL/TECHNICAL TEACHERS TO TAKE AN APPROPRIATE TEST, IF AVAILABLE, THROUGH THE NATIONAL OCCUPATIONAL COMPETENCY TESTING INSTITUTE (NOCTI) BEFORE A LOCAL BOARD OF EDUCATION/TRUSTEES, RESPECTFULLY, MAY EMPLOY A TEACHER USING FEDERAL AND/OR STATE FUNDS AND FOR BOTH THE SBE AND THE SBCC TO PETITION THE BOARD OF GOVERNORS TO REQUIRE THE CONSTITUENT INSTITUTIONS TO ACCEPT THE NOCTI TEST RESULTS IN GRANTING COLLEGE CREDIT, WITH THE NUMBER OF EARNED CREDITS TO BE DETERMINED, IN JOINT ACTION, BY THE CONSTITUENT INSTITUTIONS.

SECTION 7

Obtaining available funding for postsecondary education should not be an ordeal for a potential student.

THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION RECOMMENDS THAT THE GOVERNOR, THE STATE BOARD OF EDUCATION, THE STATE BOARD OF COMMUNITY COLLEGES, THE BOARD OF GOVERNORS, AND THE NORTH CAROLINA ASSOCIATION OF INDEPENDENT COLLEGES AND UNIVERSITIES SUPPORT AND PROMOTE THE RECOMMENDATIONS CONTAINED IN A REPORT ENTITLED: A LOOK AT STUDENT FINANCIAL AID IN NORTH CAROLINA (adopted August 28, 1986) TO THE GENERAL ASSEMBLY

Adopted August 28, 1987

$380,522,684!!! That's how much financial aid was awarded to students during 1985-86 as they attended postsecondary education institutions throughout the State of North Carolina. This amount of approximately $380.5 million is a combined total of various types of student financial aid as is shown in the Appendix. This total amount of financial aid, as well as the amount of funds for different types of aid, is both substantial and impressive. Yet, considerable attention has been given in the national and state press about the "cut-back" in student financial aid.

The State Advisory Council on Vocational Education, hereinafter called "The Council," has been concerned about the reported reduction in student financial aid and sought to determine the impact of the reduction on the students in the state. The Council's findings are shown in the Appendix. The bottom line is that student financial aid is not being reduced in the state; indeed, total financial aid for students attending postsecondary education in the state has increased each year for the last four years from slightly more than $326 million in 1982-83 to more than $380 million in 1985-86 or an increase of slightly more than fifteen (15%) percent in four years. Moreover, student financial aid, as defined and as reported in the Statistical Abstract of Higher Education, published April of each year by the Board of Governors, indicates growth in every type of aid over the last four years except for graduate study.

Why is this information important? First, a review of the facts about the

amount of student financial aid caused The Council to ask a question: What state agencies administered financial aid funds; are the funds easily accessible for students who need financial assistance in the state? This question was answered in detail by The Council when it adopted a paper on August 29, 1986 entitled: A LOOK AT STUDENT FINANCIAL AID IN NORTH CAROLINA. In summary the paper reported that: seven state agencies administered one or more student financial aid programs (there are now at least eight state agencies that administer public funds available to students who attend either public or private postsecondary education institutions). The term state agency, as used in this paper, means an entity that has been authorized by law to administer public funds available for student financial assistance. Because of the number of state agencies a student would have to contact to access financial aid, The Council concluded that student financial aid was not as accessible as it could be in the state.

Second, this information is important in the context of some additional facts that have come to the attention of The Council. For example, about seventy thousand high school students graduated from the public and private high schools in the state at the end of the 1986-87 school year. When these students were asked if they intended to continue their education beyond high school, about sixty percent indicated that they would continue. If the evidence of the past is any indicator of the future, less than 50 percent of the 1987 high school graduates will actually enroll by the fall of 1987 in the 108 public and private postsecondary institutions located throughout the state. Should the "college-going-rate" continue at the current level between now and the year 2000, the citizens of the state are not likely to be prepared for the potential careers that are probably going to be available. Futurists generally agree that by the year 2000 that at least 80 percent of the jobs will require at least two years

of technical education beyond high school. Notice the phrase "two years of technical education beyond high school." Parenthetically, the kindergarten children of 1987 will be graduating in the year 2000, if they are not one of currently one-fourth who drop out of school before graduation.

How much attention does the state currently give to technical education? (The term technical education is synonymous with the term vocational education, except that a vocational program is generally one year in length and a technical program is generally two years in duration.) Moreover, how much student financial aid is directed to supporting students enrolling in technical education? To answer the former question, it may be argued that the state has established 74 public institutions while there are 38 private colleges and universities in operation throughout the state at which technical education is available; however, the most notable of these institutions are the 58 community colleges. To the latter question, the answer is not readily available. Hence, The Council repeats the recommendations that were made in its August 1986. They are:

(1) That state legislative authority be sought to bring together all of the state-administered student financial aid programs into one agency;

(2) That state legislation be sought to assign the state-administered student financial aid to the State Education Assistance Authority (SEAA); and

(3) That state legislation be sought to establish the SEAA as an independent, autonomous state agency and that legislation be sought to change the name from SEAA to the Student Financial Aid Commission of North Carolina (SFAC).

Moreover, the State Treasurer concurs. In his 1985-86 Annual Report, these words:

> "Clearly, North Carolina does not need seven different State departments administering student aid. What is needed is a consolidated effort. A single agency, such as the State Education Assistance Authority, could be authorized by the General Assembly to do this job. If this were done, then every high school graduate who could benefit from post-secondary education could be advised effectively. Surely,

if such a wide range of student aid is already available, all who could benefit should know about it. When can we start to make this aim a reality?"

Accordingly, The Council RECOMMENDS THAT THE GOVERNOR, THE STATE BOARD OF EDUCATION, THE STATE BOARD OF COMMUNITY COLLEGES, THE BOARD OF GOVERNORS, AND THE NORTH CAROLINA ASSOCIATION OF INDEPENDENT COLLEGES AND UNIVERSITIES SUPPORT AND PROMOTE THE RECOMMENDATIONS CONTAINED IN A REPORT ENTITLED: A LOOK AT STUDENT FINANCIAL AID IN NORTH CAROLINA (adopted August 28, 1986) TO THE GENERAL ASSEMBLY.

APPENDIX

TREND IN TOTAL STUDENT FINANCIAL AID
By Totals: 1982-83, 1983-84, 1984-85, and 1985-86

FOR	1982-83	1983-84	1984-85	1985-86
Undergraduate Study	$187,054,581	$203,009,271	$214,646,364	$234,889,550
First Professional	6,832,358	7,737,639	9,723,749	10,163,721
Graduate Study	43,210,586	53,143,407	53,029,619	46,583,977
Subtotals A	$237,097,525	$263,890,317	$277,399,732	$291,637,248*
Vocational Rehab	$(486,729)	$(479,301)	$(563,048)	$(693,243)
Veterans Benefits	(44,427,281)	(33,886,984)	(30,876,484)	(28,175,803)
Out-of-State Guaranteed Student Loans (GSL)	(30,013,628)	(31,135,698)	(32,475,357)	(35,894,887)
Plus Loans	(414,710)	(1,429,228)	(2,072,132)	(4,598,495)
Other Financial Aid	74,927,638	65,501,983	65,987,021	69,362,428**
N.C. Legislative Grants (NCLTG)	14,132,625	15,957,550	18,161,429	19,523,008***
Subtotals B	$ 89,060,263	$ 81,459,533	$ 84,148,450	$ 88,885,436
GRAND TOTALS	$326,157,788	$345,349,850	$361,548,182	$380,522,684

Note: Parenthetical entries show a breakdown of Other Financial Aid.

*See Attachment I for details for 1985-86.
**See Attachment II for details 1985-86.
***See Attachment III for details for 1985-86.

Sources: Statistical Abstract of Higher Education in North Carolina, April 1983
Statistical Abstract of Higher Education in North Carolina, April 1984
Statistical Abstract of Higher Education in North Carolina, April 1985
Statistical Abstract of Higher Education in North Carolina, April 1986
Statistical Abstract of Higher Education in North Carolina, April 1987
Data for "Other Financial Aid" was provided by the State Education Assistance Authority (SEAA).
A Look at Student Financial Aid in North Carolina, adopted by the State Advisory Council on Vocational Education, August 29, 1987

Financial Aid Support for 1985-86 Using Data in the "Financial Aid" Section of the Statistical Abstract of Higher Education in North Carolina, April 1987

	Federal/ State Funded	Private or Institutional Funded	Total
	(For Undergraduate Study)		
Work-Study (W/S):	$ 13,653,191+	$ 20,323,060	$ 33,976,251
Athletic Support:	-0-	15,077,896	15,077,896
Supplementary Education Opportunity Grants (SEOG):	9,985,085	-0-	9,985,085
N.C. Student Incentive Grants (NCSIG):	3,214,241	-0-	3,214,241
Other Scholarships, Grants, Awards (Non-athletic):	-0-	47,602,638*	47,602,638
Pell Grants:	58,822,986	-0-	58,822,986
National Direct Student Loan (NDSL):	13,577,647	-0-	13,577,647
Guaranteed Loan Program (GLP):	43,909,178	-0-	43,909,178
Plus Loan	2,067,520	-0-	2,067,520
Other Loans:	-0-	6,656,108*	6,656,108
Subtotal	$145,229,848	$ 89,659,702	$234,889,550
	(For First Professional)		
Health Professions Grants:	$ 82,864**	$ -0-	$ 82,864
Other Scholarships:	-0-	6,497,448**	6,497,448
Health Professions Loans:	501,220	-0-	501,220
Other Loans:	1,590,354**	-0-	1,590,354
Employment:	-0-	1,491,835**	1,491,835
Subtotal	$ 2,174,438	$ 7,989,283	$ 10,163,721
	(For Graduate Study)		
Fellowships, Grants, & Scholarships:	$ 8,538,461*	$ -0-	$ 8,538,461
Assistantships:	-0-	20,929,206*	20,929,206
Loans:	1,922,877*	-0-	1,922,877
Employment:	-0-	15,193,433*	15,193,433
Subtotal	$ 10,461,338	$ 36,122,639	$ 46,583,977
Subtotals:			
For Undergraduate Study:	$145,229,848	$ 89,659,702	$234,889,550
For First Professional:	2,174,438	7,989,283	10,163,721
For Graduate Study:	10,461,338	36,122,639	46,583,977
TOTAL	$157,865,624	$133,771,624	$291,637,248

*Abstract does not identify the source of these funds.
**Includes aid for undergraduate nursing.
+This amount likely includes a 20% matching requirement; if so, the private institution's portion of $6,182,231 would include a match of 20% from private sources.

Educational Benefit or Assistance Programs not Traditionally Reported in Section IX (Student Financial Aid) of the Statistical Abstract of Higher Education in North Carolina

Academic Year 1985-86

TYPE OF INSTITUTION	VOCATIONAL REHABILITATION		VETERANS BENEFITS		OUT-OF-STATE GUARANTEED STUDENT LOANS (GSL)		PLUS LOANS	
	Number of Students	Amount Received	Number of Students	Amount Received	Number of Borrowers	Amount Borrowed	Number of Borrowers	Amount Borrowed
UNC System	308	$274,337	2,417	$7,467,584	6,142	$15,542,443	428	$1,060,021
Private Colleges	86	160,790	165	444,522	7,493	19,244,606	853	3,528,474
Community Colleges & Technical Institutes	1,022	258,116	7,099	20,263,697	531	1,107,838	4	10,000
Total	1,416	693,243	9,681	28,175,803	14,166	35,894,887	1,285	4,598,495

SOURCE: NCHED A-10, Student Financial Aid Summary, 7/1/85-6/30/86.

NOTE: Veterans Benefits also include GI Benefits; Vocational Rehabilitation includes all rehabilitation loans.

CAVEAT: Two of the educational programs of financial support shown in this table properly are not classified as student financial aid. Vocational Rehabilitation and Veterans Benefit programs are educational support provided to specialized constituencies designed to enhance educational opportunities for the handicapped and veterans. Guaranteed student loans require that financial need be proved only if the family adjusted income is in excess of $30,000. PLUS loans were established by Congress to help families with assets but a poor cash-flow position to meet the cost of education for their children. PLUS loans receive only a minimal Federal subsidy.

Data shown in this table are as reported by the institutions on year-end reporting forms NCHED A-10. Because of problems that arise in data collection, these data customarily are not reported in the Statistical Abstract of Higher Education. The number of students served and the amount of money spent, however, is illustrative of the magnitude of support from these programs received by students within the various institutional sectors during a twelve-month period. The annual expenditure for these programs may be slightly understated.

NORTH CAROLINA LEGISLATIVE TUITION GRANTS (NCLTG), 1985-86 Attachment III

INSTITUTIONS	TOTAL NUMBER OF STUDENTS AIDED 1985-86	TOTAL AMOUNT PROVIDED 1985-86
Private Senior Institutions		
Atlantic Christian College	872	$ 750,025.00
Barber-Scotia College	177	129,675.00
Belmont Abbey College	317	269,800.00
Bennett College	262	227,525.00
Campbell University	1,470	1,199,649.00
Catawba College	520	448,400.00
Davidson College	429*	394,031.00
Duke University	744	664,525.00
Elon College	1,228	1,048,325.00
Gardner-Webb College	1,141	845,994.00
Greensboro College	319	274,075.00
Guilford College	668	559,075.00
High Point College	747	542,671.00
Johnson C. Smith University	483	405,175.00
Lenior-Rhyne College	901	771,400.00
Livingstone College	328	283,100.00
Mars Hill College	809	646,689.00
Meredith College	1,284	1,155,200.00
Methodist College	1,163	664,712.00
Mount Olive College	475	387,539.00
N. C. Wesleyan College	520	301,023.00
Pfeiffer College	417	361,475.00
Queens College	192	160,550.00
Sacred Heart College	182	142,975.00
St. Andrews Presbyterian College	345	297,350.00
St. Augustine's College	788	662,625.00
Salem College	343	300,675.00
Shaw University	1,093	874,475.00
Wake Forest University	1,371	1,256,375.00
Warren Wilson College	170	140,125.00
Wingate College	1,179	1,028,850.00
Private Senior Total	20,937	$17,194,083.00
Private Junior Colleges		
Brevard College	328	$ 281,200.00
Chowan College	428	356,250.00
Lees-McRae College	493	404,225.00
Louisburg College	681	571,425.00
Montreat-Anderson College	207	179,075.00
Peace College	442	408,025.00
St. Mary's College	146	128,725.00
Private Junior Total	2,725	$ 2,328,925.00
GRAND TOTAL	23,662	$19,523,008.00**

NOTE: The allocations above were made under the North Carolina Legislative Tuition Grant (NCLTG) program which is administered by the North Carolina State Education Assistance Authority. The General Assembly appropriated $19,829,000 to be awarded on the basis of $950 to each North Carolinian enrolled in a North Carolina private college or university on a full-time basis. The NCLTG awards are paid to institutions for and on behalf of eligible students each term as defined under NCLTG Regulations.

* Full year estimates are based on fall and winter quarter disbursements.

** The total amount provided recipients does not reflect program refunds.

SECTION 8

Our students can use all the support they can get.

THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION RECOMMENDS THAT THE STATE BOARD OF EDUCATION ESTABLISH A "PEER ADVISOR ON VOCATIONAL EDUCATION PROGRAM"

Adopted August 28, 1987

The State Advisory Council on Vocational Education, hereinafter called "The Council," was established in the State of North Carolina pursuant to Public Law 98-524, as amended. One of the duties of The Council is to advise the State Board of Education (SBE) on policies the state should pursue to strengthen vocational education.

The Council held a regular meeting in May 1987 in Transylvania County. The immediate past State President of the Future Business Leaders of America (FBLA) and graduate of Brevard High School, Mike Miller spoke. In his concluding summary, Mike Miller urged The Council to work toward the following:

(1) Make vocational education more attractive to students;
(2) Promote well-trained teachers;
(3) Seek modern equipment essential to state-of-the-art technology;
(4) Stay alert to new concepts and advancing technology; and
(5) Assure students of opportunities through innovative techniques and curricula.

The Council agrees completely with these suggestions from Mike Miller. In fact, The Council believes that these are goals that all parties of the education establishment should promote. Indeed, these are the goals of The Council. However, these goals have not been achieved, and, in fact, much more needs to be done to accomplish them.

In thinking about the goals for vocational education, The Council has concluded that one element that has not been fully used toward achieving these goals is the student leaders of vocational education programs. That is why The Council is now recommending that the SBE establish a Peer Advisor on Vocational Education Program, or PEER Program as it is called hereinafter.

The main purpose of PEER Program would be to utilize the president of each local vocational student organization as a role model for other public school students. Indeed, PEER Program participants would serve as peer counselors for young people in the public schools, especially in grades six through ten, but with a special focus on young people in grades eight and nine.

According to the Division of Vocational Education of the State Department of Public Instruction, the program department of the SBE, the following represent some basic data about vocational student organizations (VSOs) during 1985-86:

Name of the Organization	Number of Chapters	Members
Future Farmers of America	246	16,240
Future Homemarkers of America – Home Economics Related Organizations	335	12,007
Future Business Leaders of America	273	11,935
Vocational Industrial Clubs of America	440	11,000
Distributive Education Clubs of America	304	9,636
Career Exploration Clubs of North Carolina	231	9,600
Health Occupations Students of America	127	4,424
American Industrial Arts Student Association	44	1,010
	2,000	75,852

Assuming that each of the 2,000 VSO chapters have a president and assuming the president is a leader in his local high school, with that person being usually elected by his peers (and probably a high school senior), then it makes sense that the president of each VSO would be recognized as a leader in his/her community. If these assumptions are correct, then the president of every VSO at the local level could be utilized as a peer counselor, especially in the middle and/or junior high grades.

What The Council has in mind is as follows:

- For the SBE to establish a PEER Program.
- For the PEER Program to carry with it a ½ unit of credit for high school graduation.
- For the local president of each VSO (preferably a high school senior) to be offered the opportunity to participate in the peer program.
- For each PEER Program member to be assigned (preferably in the spring term of the year) to a middle and/or junior high school(s) in his/her school system to "work with" the students in that school.
- For a PEER Program member's "work" to include such activities, but not limited to: assembly programs, at which the VSO leader would speak to students; meeting with appropriate classes to talk with students about their future school courses; and sharing with public school students the PEER Program leader's story of success in high school and about his/her plans for the future.
- For each PEER Program member to be compensated for the necessary travel expensives to and from his assignment(s), plus a modest honorium at the end of the PEER Program. (Funds to pay for the PEER Programs could come from the federal Carl D. Perkins Vocational Education Act. One of the purposes of the Act is to extend and expand quality vocational education programs in the state.)
- For each PEER Program participant to serve as a spokesperson to business and trade associations and civic organizations in his/her local area.
- For the local board of education to assign the management of the PEER Program to the local director of vocational education.

Why is such a program important? Several answers come to mind, although this is not an inclusive list. For example:

- Potential dropouts at the middle or junior high grades may stay in school if encouraged by their peers.
- During 1984-85, more than 64 percent of students in grades 7-12 were enrolled in vocational courses, and even though by SBE policy all vocational education is elective to the student, all students need to know about the education options available through vocational education.
- The third largest numbers of teachers, as well as the percentage of teachers in grades 7-12 for the last two years (1985-86 and 1986-87), were vocational education teacher; therefore, students need to know about the programs they teach.
- About 50 percent of the 1986 graduates of the public schools continued their

formal education after high school, even though there is substantial evidence to suggest that about 80 percent of the jobs by the year 2000 will require at least two years of technical training beyond high school.

- Also, about 50 percent of the graduates of the public schools are available for employment immediately after high school graduation and employers need to be aware of the job entry trained workers that are available through secondary vocational education.

The PEER Program is important because it focuses on the needs of students. Moreover, it is similar in concept to a 1986 action of the General Assembly that established a High School Teacher Recruitment Program. Under this legislation, a teacher recruitment program was established in each high school of the state. The purposes of the recruitment program are:

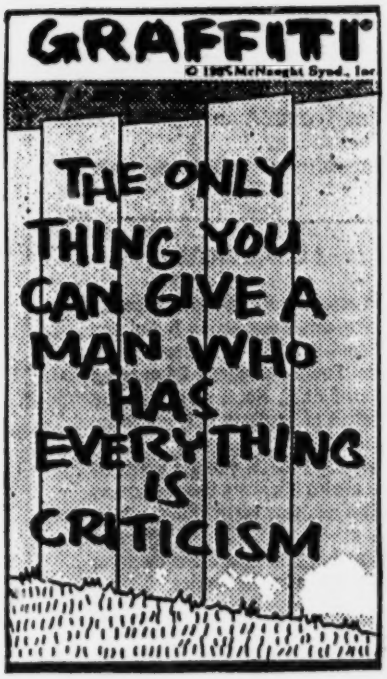
(1) to improve the image of the teaching profession;
(2) to provide information about teaching as a profession; and
(3) to formally identify and attract talented high school students into the teaching profession.

While teaching is the heart of any school, and teachers are those who are primarily responsible for teaching, little teaching will take place unless students are motivated to learn. Such is the main purpose of the PEER Program.

Therefore, **THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION RECOMMENDS THAT THE STATE BOARD OF EDUCATION ESTABLISH A "PEER ADVISOR ON VOCATIONAL EDUCATION PROGRAM."**

SECTION 9

If we can't be heard, can we be acknowledged?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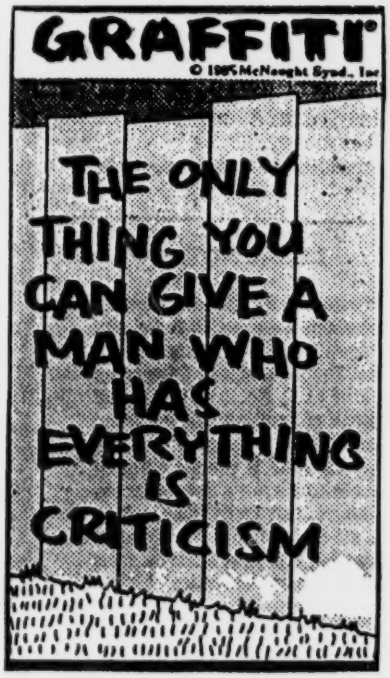
THE ONLY THING YOU CAN GIVE A MAN WHO HAS EVERYTHING IS CRITICISM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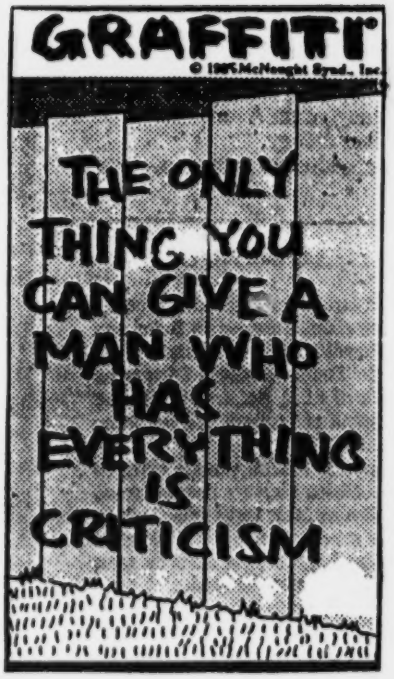
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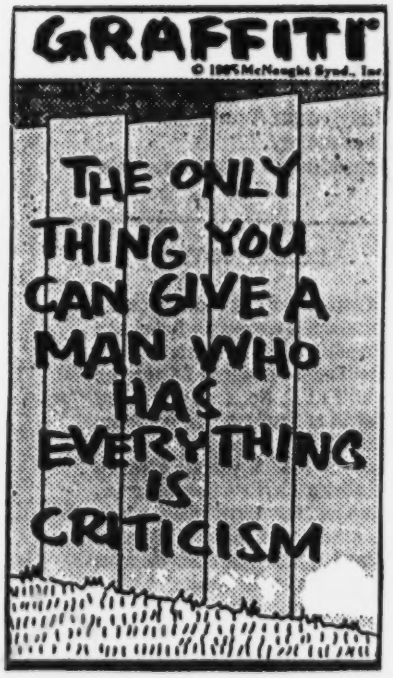
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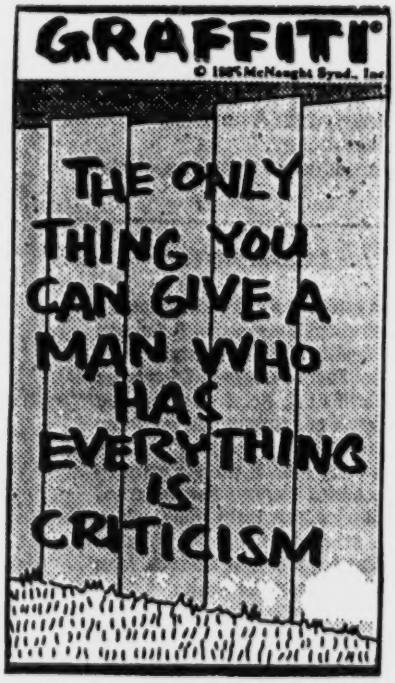
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THE ONLY THING YOU CAN GIVE A MAN WHO HAS EVERYTHING IS CRITICISM

THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION (hereinafter called "The Council") RECOMMENDS THAT THE STATE BOARD OF EDUCATION AND THE STATE BOARD OF COMMUNITY COLLEGES GIVE MORE ATTENTION TO AND MORE SPECIFIC RESPONSE TO THE RECOMMENDATIONS OF THE COUNCIL IN THE FUTURE AND FOR THESE BOARDS TO UTILIZE APPROPRIATE PRIOR COUNCIL RECOMMENDATIONS TO IMPLEMENT CERTAIN ENACTMENTS OF THE 1987 GENERAL ASSEMBLY

Adopted August 28, 1987

The Council held its first meeting after it was established by the Governor (The Honorable Robert W. Scott) in September 1969. For the last eighteen years, The Council has been responding to one of its mandates -- giving advice on ways to improve vocational and technical education in the state. Usually, The Council's advice has been in the form of written recommendations to the State Board of Education (SBE) and, since 1981, also to the State Board of Community Colleges (SBCC) which became legally operational in that year by an enactment of the North Carolina General Assembly.

A review of the responses to The Council's prior recommendations by the SBE and SBCC generally have not been as specific and as definitive as The Council believes has been warranted. A reading of A Compendium of Reports, Policy Statements, Studies, and Other Activities Since 1969, issued in July 1986 by The Council, will likely support this finding.

During calendar year 1987, however, the SBE and the SBCC have been very responsive to The Council's recommendations. Indeed, a process is now in place that, if fully implemented, should substantially correct the oversight of the past. Notwithstanding this recent commendable response by the SBE and the SBCC, the 1987 General Assembly did enact at least ten (10) laws similar in whole or in part to prior recommendations of The Council. Attention is called to the attachment entitled: ENACTMENTS OF THE 1987 GENERAL ASSEMBLY THAT ARE RELATED TO PRIOR RECOMMENDATIONS OF THE COUNCIL. This paper indicates the

enactments of the 1987 General Assembly relative to prior recommendations of The Council. For example, this paper lists the enactments of the General Assembly as they were ratified; that is, as a bill became law it was added to the paper, followed by the prior recommendation of The Council. One of the ten laws has five (5) different provisions related to prior Council recommendations (see item #8); another enactment has three (3) provisions (see item #10). (All total there were sixteen (16) legislative actions relative to prior Council recommendations, counting the provisions in the enactments.)

Notwithstanding this positive response by the 1987 General Assembly, only four (4) of the ten (10) enactments, in whole or in part, had been a part of the legislative program of the SBE or the SBCC (see item #7, #8(a), #8(e), and #10 (c)). Moreover, four (4) of these enactments (see item #2, #4, this provision of #7, and #9) would not have been necessary, if the respective SBE and/or SBCC had responded in an affirmative manner to the earlier recommendations of The Council. Indeed, these same four (4) recommendations of The Council could have been implemented by the SBE and/or the SBCC as policy actions, without legislative authority. Unfortunately, this did not happen; so, now the SBE and/or the SBCC are "being required" to act.

Even now the SBE and/or the SBCC could review their earlier responses to The Council's recommendations and act accordingly. Also, the SBE and/or the SBCC may be able to utilize some of The Council's prior recommendations in responding to the mandates of the 1987 General Assembly. For example, in responding to the new "Dropout Law" (Chapter 340, Senate Bill 184), a prior recommendation of The Council in November 1986 that the STATE BOARD OF EDUCATION AND THE STATE BOARD OF COMMUNITY COLLEGES ADOPT THE ACTIONS CONTAINED HEREIN TO FOCUS ON THE DROPOUTS IN THIS STATE is an appropriate implementation strategy.

The foregoing recommendation contained four (4) specific implementation strategies to focus on the dropouts from the state's public schools. Another enactment of the 1987 General Assembly could be implemented (and also be enhanced) by the SBCC if it involved the SBE in its response to "An Act to Develop a Program for Academic and Vocational Education Training in the Department of Correction." That is what The Council had in mind in 1980 when a recommendation was made that the SBE and the SBCC DESIGN AN OVERALL STATE POLICY FOR THE EDUCATION AND EMPLOYMENT TRAINING NEEDS OF THE INCARCERATED. This recommendation is still valid and could be used in responding to this enactment of the 1987 General Assembly.

Accordingly, THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION RECOMMENDS THAT THE STATE BOARD OF EDUCATION AND THE STATE BOARD OF COMMUNITY COLLEGES GIVE MORE ATTENTION TO AND MORE SPECIFIC RESPONSE TO THE RECOMMENDATIONS OF THE COUNCIL IN THE FUTURE AND FOR THESE BOARDS TO UTILIZE APPROPRIATE PRIOR COUNCIL RECOMMENDATIONS TO IMPLEMENT CERTAIN ENACTMENTS OF THE 1987 GENERAL ASSEMBLY.

ENACTMENTS OF THE 1987 GENERAL ASSEMBLY THAT ARE RELATED TO PRIOR RECOMMENDATIONS OF THE COUNCIL

August 1987

1. An Act to Reduce the Rates of Unemployment Insurance Contributions and to Establish the Employment Security Commission Reserve Fund, Chapter 17, House Bill 22.

A specific provision requires that "The interest earned from investment of the Reserve Fund moneys shall be deposited in a fund here by established in the State Treasurer's Office, to be known as the 'Worker Training Trust Fund,' these moneys shall be used to: (1) fund programs, specifically for the benefit of unemployed workers or workers who have received notice of long-term layoff or permanent unemployment, which will enhance the employability of workers, including, but not limited to, adult basic education, adult high school or equivalency programs, assessment, job counseling and placement programs."

This law responds in a favorable manner to a 1984 paper of The Council which called for a "RETRAINING POLICY."

2. An Act to Develop a Program for Academic and Vocational Education Training in the Department of Correction, Chapter 20, House Bill 50.

The key section in this law requires that "The Department of Correction and the Department of Community Colleges shall jointly develop and submit to the Special Committee on Prisons no later than April 1988, a comprehensive plan for academic, remedial, vocational, and technical education to adult inmates."

This law responds in a favorable manner to a Council's 1980 concern which was expressed in the following recommendation to both the State Board of Education and the State Board of Community Colleges:

DESIGN AN OVERALL STATE POLICY FOR THE EDUCATION AND EMPLOYMENT TRAINING NEEDS OF THE INCARCERATED.

3. An Act to Broaden the Coverage Offered by the School Property Insurance Program, Chapter 312, Senate Bill 557.

This law responds in a favorable manner to a recommendation made by The Council in 1984. The recommendation was for the State Board of Education and the State Board of Community Colleges to jointly:

REQUEST THE GENERAL ASSEMBLY TO ESTABLISH A STATE INSURANCE PROGRAM TO COVER "THEFT AND VANDALISM" OF PROPERTY AT THE LOCAL LEVEL.

4. An Act to Direct the Public Schools to Refer Students Who Drop Out of the Public Schools to Appropriate Services, Chapter 340, Senate Bill 184.

The key section in this law provides that "When appropriate public school services such as extended day programs are available, the local boards shall refer the students to those services. When appropriate public school programs are not available or are not suitable for certain students, the local board shall refer the students to the community college system or to other appropriate services."

This law is a favorable response to The Council's November 1986 paper which recommended:

THAT THE STATE BOARD OF EDUCATION AND THE STATE BOARD OF COMMUNITY COLLEGES ADOPT THE ACTIONS CONTAINED HEREIN TO FOCUS ON THE DROPOUTS IN THIS STATE. (There were several actions recommended; one of which is the provision contained in this enactment.)

5. An Act to Convert Community Colleges and Technical Institutes into Community Colleges, Chapter 564, House Bill 1006.

A key section in this law states that "Local boards of trustees, with concurrence of the respective county commissioners, may, before January 1, 1988, adopt names of their respective institutions that include the words Community Colleges."

This law provides a favorable response to The Council's recommendation in August 1986 which recommended that:

THE COMMUNITY COLLEGE ACT BE AMENDED TO DESIGNATE ALL INSTITUTIONS AS COMMUNITY COLLEGES BY NAME.

6. An Act Authorizing the State and Local Governmental Units and All Agencies and Instrumentalities of Either to Issue Capital Appreciation Revenue, Special Obligation and General Obligation Bonds, the Proceeds of Which May be Used by the Purchaser for Higher Education and Other Needs, Chapter 650, Senate Bill 820.

This law is a limited response to The Council's August 1986 paper entitled: A LOOK AT STUDENT FINANCIAL AID IN NORTH CAROLINA. This enactment, however, is

potentially a very significant piece of legislation regarding assisting parents (and others) in preparing for their children to continue their education beyond high school. (See item #8 (c), page 4.)

7. An Act to Create the Public School Building Capital Fund to Assist County Governments in Meeting Their Public School Building Capital Needs, to Create the Critical School Facility Needs Fund to Provide Funds for Counties That Have the Greatest Critical School Facility Needs, to Create a Commission to Determine the Critical School Facility Needs of Each County, to Repeal the Tax on Inventories of Manufacturers, Retailers, and Wholesalers, to Reimburse Local Governments for the Resulting Revenue Loss, to Increase the Corporate Income Tax, to Require Most Employers to Remit Withholding Taxes on a Monthly Basis, to Repeal the Retailers' Discount for Payment of Sales and Use Taxes When Due, and to Earmark Additional Local Sales and Use Tax Proceeds for Public School Construction, Chapter 622, House Bill 1155.

A key provision in this law requires that "prior to June 1, 1988, the State Board of Education shall adopt statewide school facility minimum standards to define what constitutes adequate facilities, equipment, apparatus, and spaces .... (Underlining for emphasis.) These standards shall be used by the Commission on School Facility Needs to make its final report on critical school facility needs in each county."

This provision of law is a favorable response to The Council's recommendation of November 1986 that the:

STATE BOARD OF EDUCATION ADOPT A POLICY (EFFECTIVE UNTIL JULY 1, 1993) WHICH WOULD REQUIRE A LOCAL SCHOOL BOARD TO SEEK APPROVAL FROM THE STATE BOARD OF EDUCATION BEFORE ANY NEW VOCATIONAL EDUCATION PROGRAM COULD BE OFFERED. THE POLICY SHOULD REQUIRE A LOCAL SCHOOL BOARD TO DOCUMENT THAT APPROPRIATE EQUIPMENT, SUPPLIES, FACILITY, AND TEACHER WILL BE AVAILABLE BEFORE A NEW VOCATIONAL EDUCATION PROGRAM IS INSTITUTED USING FEDERAL AND/OR STATE FUNDS.

8. An Act to Make Appropriations for Current Operations of State Departments Institutions, and Agencies, and for Other Purposes Except for Aid to Certain Governmental and Nongovernmental Units, Chapter 738, House Bill 1514. (Known as: "The Current Operations Appropriations Act of 1987.")

Several sections of this law responds to a number of The Council's prior recommendations. They are as follows:

(a) Section 2 appropriates state funds to "fully fund" the salaries of vocational education teachers like all other teaches in the public schools. This "full funding" is fully accomplished at the beginning of the 1988-89 fiscal year. (See also Sec. 88 of Chapter 830, House Bill 1515 enacted by the 1987 General Assembly.)

This is a favorable response to The Council. It was in 1978 that The Council recommended the State Board of Education to:

REFORM THE METHOD OF FUNDING VOCATIONAL EDUCATION.

(b) Section 4 requires the Department of Natural Resources and Community Development, among other mandates, to report to the General Assembly when and the total amount of Job Training Partnership Act (JTPA) funds distributed to each agency, and for the total amount of eight percent (8%) Education Setaside funds received. (See also Sections 159; 160; and 161 of this Act.)

This is a favorable response to The Council. It was in 1984 that The Council recommended the State Board of Education and the State Board of Community Colleges to:

REQUEST THE GENERAL ASSEMBLY TO EXERCISE ITS AUTHORITY OVER THE JTPA IN ORDER TO FOCUS THE FUNDS FOR TRAINING.

(c) Section 41 requires the Need-Based Student Loans program to be transferred from the State Office of Budget and Management to the State Education Assistance Authority of The University of North Carolina.

This is a favorable response to The Council. In August 1986, The Council recommended this action, among others, in a report entitled:

A LOOK AT STUDENT FINANCIAL AID IN NORTH CAROLINA.

(d) Section 183 authorizes and directs the State Board of Education to provide vocational education programs, services, and activities in grades 6-12 (earlier legislation was grades 7-12).

This is a partial response to The Council. In August 1986, The Council recommended that the State Board of Education:

REQUEST THE GENERAL ASSEMBLY TO AMEND THE GENERAL STATUTES SO THAT VOCATIONAL EDUCATION PROGRAMS, SERVICES, AND ACTIVITIES COULD BE OFFERED AT ANY GRADE LEVEL BY LOCAL BOARDS OF EDUCATION TO PUBLIC SCHOOL STUDENTS WITH SPECIAL NEEDS.

(e) Section 198 appropriations funds for Scholarship Loans for Prospective Teachers. This appropriation is neither a favorable or unfavorable response to a Council's recommendation, but since the funds were not appropriate to a consolidated student financial aid office, the results of the appropriation is unfavorable to a recommendation contained in:

A LOOK AT STUDENT FINANCIAL AID IN NORTH CAROLINA. (See item #6 and item #8(c).)

9. An Act to Provide for a Training Program for School Custodians, Chapter 794, House Bill 1945.

A key section in this law provides that: "The Department of Public Education may use up to one-fourth of one percent (.25%) of the funds appropriated to it for school custodians for the 1987-88 fiscal year in Chapter 738, Session Laws of 1987 to employ personnel to establish and conduct a training program for custodians. This training shall be performed on a local or regional basis."

This law is a limited response to a Council recommendation of May 1987. At that time, The Council recommended that:

THE STATE BOARD OF COMMUNITY COLLEGES DEVELOP A PLANNING EFFORT FOR AND WITH THE STATE BOARD OF EDUCATION TO THE END OF ESTABLISHING A COMPREHENSIVE MODEL TO PROVIDE THE NECESSARY TRAINING, PRESERVICE AND/OR IN-SERVICE, FOR ALL NONCERTIFIED PERSONNEL EMPLOYED BY LOCAL BOARDS OF EDUCATION.

10. An Act to Appropriate Funds to State Departments, Institutions, and Agencies for Aid to Certain Governmental and Nongovernmental Units." (Known as: "State Aid to Non-State Agencies of 1987.")

Three sections of this law provide responses to prior Council recommendations. They are:

(a) Section 87 clarified the manner in which the "Teaching Fellows Commission Scholarships" are to be administered and awarded.

This is a limited response to The Council's 1986 recommendations in a paper entitled:

A LOOK AT STUDENT FINANCIAL AID IN NORTH CAROLINA. (See items #6 and #8(c).)

(b) Section 88 clarified the intent of the General Assembly that budget funds appropriated for vocational education programs and clerical personnel be used to supplement and not supplant existing State and local funds for the public schools.

This is a favorable response to The Council. In 1982, The Council asked the State Board of Education this question:

ISN'T IT TIME TO DECIDE WHO PAYS FOR WHAT IN THE PUBLIC SCHOOLS?

(c) Section 96 provided financial support to "Strengthen Teacher Education."

This is a partial response to The Council's February 1986 paper entitled:

A STATEMENT TO THE BOARD OF GOVERNORS TASK FORCE ON THE PREPARATION OF TEACHERS.

SECTION 10

"The state governance of public education is broken and needs to be fixed."

THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION, hereinafter called "The Council," RECOMMENDS THAT THE STATE BOARD OF EDUCATION (SBE) PETITION THE GENERAL ASSEMBLY TO AMEND HOUSE BILL 331 DURING ITS 1988 SESSION TO ACCOMPLISH THE CHANGES IN THE GOVERNANCE OF PUBLIC EDUCATION FIRST RECOMMENDED TO THE SBE BY THE COUNCIL IN 1981

Adopted on November 20, 1987

The Council recommended to the State Board of Education (SBE) in August 1981 a new organizational structure for the Department of Public Education (see the Attachment). Since that time, almost continuous debate has been underway concerning the governance of public education in the state. Indeed, the Select Committee on the Department of Public Education, a report to the 1983 General Assembly, and the Report of the Public Education Policy Council, a report to the 1985 General Assembly, among other reports, spoke to the issue of the governance of the public schools.

The issue of state governance for public education, of course, is not a new topic. A review of the history of the public schools indicates that the topic of governance has absorbed too much time and energy in return for the results of that debate and discussion. Clearly, this topic has wide interest and bring out strong views by the various interest groups in education. One conclusion seems to be unanimous among all groups. The state governance of public education is broken, and needs to be fixed. In fact, it has needed correction for a long time, a very long time. For a review of circumstances surrounding the governance issue, The Council invites the SBE to study The Constitutional and Statutory Development of the State Board of Education, The State Superintendent of Public Instruction, and The Controller, (first issued by The Council in 1982 and reissued in November 1987). The Council believes a firm understanding of

the constitutional and statutory development of the governance of public education will lead the SBE to petition the next scheduled meeting of the General Assembly (June 1988) to finally deal with this issue.

The Council is aware that the SBE is on record in support for Senate Bill 149, which calls for a constitutional amendment to abolish the elected position of the State Superintendent of Public Instruction. However, The Council's position has been and continues to be that (1) this bill will not be enacted by the General Assembly, and (2) even if the bill was passed by the General Assembly, there is little chance that the people of this state would vote <u>not</u> to elect someone for statewide office, since the last statewide office to be abolished was in 1873. Also, the current members of The Council of State are opposed to abolishing the elected position of State Superintendent of Public Instruction. The membership of The Council of State is composed of: the Secretary of State, the State Auditor, the State Treasurer, the State Attorney General, the State Commissioner of Agriculture, the State Commissioner of Labor, the State Commissioner of Insurance, and the State Superintendent of Public Instruction. Since the candidate(s) for the position of State Superintendent of Public Instruction will have already been announced, and a primary decision will have been reached by the citizens of the state in May 1988, prior to the General Assembly meeting in June 1988; the only practical option now left for the SBE is to support a modified version of House Bill 331.

Accordingly, THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION, hereinafter called "The Council," RECOMMENDS THAT THE STATE BOARD OF EDUCATION (SBE) PETITION THE GENERAL ASSEMBLY TO AMEND HOUSE BILL 331 DURING ITS 1988 SESSION TO ACCOMPLISH THE CHANGES IN THE GOVERNANCE OF PUBLIC EDUCATION FIRST RECOMMENDED TO THE SBE BY THE COUNCIL IN 1981.

PROPOSED NEW ORGANIZATIONAL STRUCTURE FOR THE DEPARTMENT OF PUBLIC EDUCATION*

Purposes

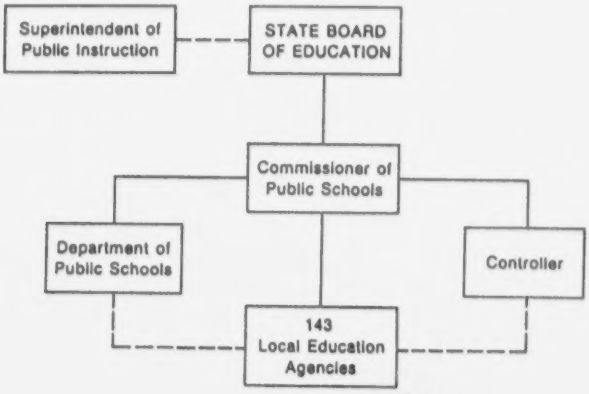
(1) to reorganize public education (grades kindergarten through high school) *without a* CONSTITUTIONAL *amendment.*
(2) to achieve
- policy-making role for the State Board of Education;
- direct lines of accountability, decision-making and follow-through;
- unity rather than fragmentation of services and functions; and
- flexibility of structure as needed to accomplish the most efficient delivery of education services;
- as little disruption to existing personnel as possible.

Strategies

(1) Rewrite relevant sections of GS 115C, as appropriate, and needed, to redefine the duties of the elected State Superintendent of Public Instruction. Define this officer's role as: Specifically to be the "chief administrative officer" and "secretary" to the *Board* as required by the North Carolina Constitution (Article IX, Sec. 4 (2)), and Write in the Public School Law that the Superintendent is the Chairman of the State Board of Education ("Chief Administrative Officer") and Secretary (take minutes of the Board) but without *voting* authority.
(2) Rewrite relevant sections of GS 115C, as appropriate, and replace with the words "Commissioner of Public Schools" whenever the terms "State Superintendent" and "Controller" appear.
(3) Direct that a single "administrator" titled Commissioner of Public Schools be employed by the State Board of Education and that he serve at its pleasure.

Comments: The proposal includes the most important elements of accountability and flexibility. It creates a structure which
- is responsive to policy direction from the State Board of Education;
- makes it possible to emphasize priorities, such as functions and services; and
- includes incentives for efficient and effective management.

PROPOSED NEW ORGANIZATIONAL STRUCTURE



*This proposal was forwarded to the State Board of Education on August 21, 1981.

SECTION 11

"Good teachers are the heart of any good school."

THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION RECOMMENDS THAT THE STATE BOARD OF EDUCATION (SBE) CONDUCT A REVIEW OF ALL VOCATIONAL TEACHER EDUCATION PROGRAMS AND THE PROFESSIONAL CERTIFICATION PROCEDURES FOR ALL VOCATIONAL TEACHERS IN THE STATE AND THAT THE SBE REQUEST THE BOARD OF GOVERNORS OF THE UNIVERSITY OF NORTH CAROLINA AND THE STATE BOARD OF COMMUNITY COLLEGES TO ASSIST WITH THIS EFFORT TO THE END THAT NO LATER THAN THE FALL OF 1993 THE SBE WILL BE IN A POSITION TO IMPLEMENT CONSISTENT STANDARDS FOR EMPLOYMENT THAT, AS A MINIMUM, WILL REQUIRE ALL PROSPECTIVE TEACHERS TO COMPLETE AN APPROVED DEGREE PROGRAM BEFORE THEY ARE HIRED BY LOCAL BOARDS OF EDUCATION

Adopted on November 20, 1987

Good teachers are the heart of any good school. In fact, effective teaching cannot take place without a good teacher. What constitutes a "good teacher," however, is the subject of considerable debate. To date, there is no perfect measure to assess an individual who desires to be a teacher in order to be certain that that person will be a successful teacher.

The State of North Carolina is providing money to pay the salaries of about 60,000 teachers during school year 1987-88 in order to provide instruction to over one million students attending nearly 2,000 separate public schools located in 140 local school administrative units. While these teachers <u>are paid</u> with state funds, they <u>are employed</u> legally by local boards of education; (indeed, most local boards of education also employ additional teachers above the number of teachers authorized by the state, and pay them with <u>local</u> funds.) In all cases of the employment of teachers, however, whether locally financed or state paid, the State Board of Education (SBE) has set certain minimum standards before a teacher may be employed by a local board of education. The main reason for establishing minimum standards for the employment of teachers is to assure the public that teachers possess the essential knowledge and skill that is necessary to teach the youth of the state.

In the main, the minimum standards that have been set by the SBE apply

to all teachers. However, these are exceptions to the state standards. There may have been good reasons for exceptions in the past; however, these reasons are no longer valid when reviewed in the light of the needs of all students and when reviewed in the light of the capacity of the institutions of higher education to deliver a product, if requested and required by the SBE.

One teaching area that has the largest number of exceptions to the entry into teaching appears to be vocational education teachers. As an example, data provided by the Department of Public Instruction reveals that 859 of the 5646 full-time equivalent (FTE) teachers during school year 1986-87, or about fifteen percent (15%) of all vocational education teachers, had less than a four-year degree, with 766 teachers of the 859 representing three program areas: (1) trade and industry, 649; (2) health occupations, 95; and (3) prevocational, 22.

There were a total of 908 nondegree teachers (holding less than a four-year degree) employed throughout the state in 1986-87 (according to the 1987 Statistical Profile, issued by the Controller's Office, SBE). Vocational education, therefore, is considerably the largest user of nondegree teachers. This kind of data revelation is not new; it was revealed by The State Advisory Council on Vocational Education, hereinafter called "The Council," in its 1984 Annual Report.

According to the Report of the North Carolina Commission on Jobs and Economic Growth (November 12, 1986, p. 14) "... by 1990, three out of four jobs will require education or technical training beyond high school." Moreover, according to Margaret Gayle, one of the associate directors of the Division of Vocational Education, State Department of Public Instruction, SBE "... regardless of the career, most jobs will require at least two years beyond high school" by the year 2000 (Education Report, September 1987, p.2).

Yet in 1986-87, there were over 850 vocational education teachers employed

in the state with less than a four-year degree with more than 43 of these vocational teachers being "new hires" in that year. If most of the jobs by the year 2000 will require at least two years beyond high school as aforementioned, then it seems logical that vocational education teachers should have at least two additional years beyond a requirement of most jobs. In fact, some of the currently employed vocational education teachers do not possess the education minimum that is mentioned for most jobs by the year 2000. Because the year 2000 is only thirteen years away, it behooves the SBE to conduct a review of the vocational teacher education programs and the certification procedures currently in effect to the end of establishing and implementing a consistent and appropriate standard for employment of all vocational education teachers by 1993. The year 1993 is the recommended target date because the General Assembly has selected that year to be the time that the Basic Education Program (BEP) is to fully operational.

The concern of providing enough qualified vocational education teachers is not a new topic for The Council. In fact, this topic of professional development of vocational education teachers has been addressed by The Council more often than any other issue during its nearly twenty years of existence. Yet, a consistent and appropriate state policy on vocational teacher education has not been established or implemented. Take, for example, the practice of the SBE allowing local boards of educations to employ nondegree teachers; that is, those teachers who have not completed an approved four-year college degree program. As long ago as 1984, The Council spoke to this practice and said:

> Is it necessary or desirable ... for individuals to be teaching (or employed in education) without earned degrees? In the main, The Council does not believe this to be good public policy!

The Council again reaffirms that earlier statement. Moreover, the evidence previously cited reinforces this view of The Council.

To put The Council's belief simply: No vocational education teacher should be employed to teach in the public schools who does not possess the requisite standards of all other teachers. In continuing to allow the practice of employing nondegree teachers implies that the SBE does not view vocational education teachers as important as most other teachers. Moreover, The Council believes that to continue to allow the practice of exempting some vocational education teachers from consistent standards, as are required by a substantial majority of most vocational education teachers as well as other teachers, is not in keeping with the intent of the General Assembly. Again, as long as a decade ago (1977), the General Assembly declared as public policy that vocational education was to "... be an integral part of the educational process" (115C-151). The word "integral," according to one dictionary, means: "Of, relating to, or service to form a whole: essential to completeness." Moreover, the 1984 General Assembly also decided that vocational education was to be a component part of the BEP. Further, the 1987 General Assembly provided, for the first time in history, fully effective at the beginning of the 1988-89 fiscal year, that the salaries of all vocational education teachers would be paid in the same manner as all other teachers; thereby, freeing up local funds which had heretofore been used to pay a portion of the vocational teachers' salaries for other educational purposes. Therefore, it is time for the SBE to review the current teacher education programs and certification procedures for prospective vocational teachers to the end of setting a consistent policy for such teachers to be in place no later than 1993.

The SBE, however, cannot accomplish the recommendation of this paper alone. In fact, due to the complexity of the issues involved in the preparation of vocational teachers, The Council's recommendations likely cannot be achieved without the assistance of the State Board of Community Colleges (SBCC) and the

Board of Governors of The University of North Carolina (BG-UNC).

Attention was sought by The Council to the need of improving the preparation of vocational teacher education when testimony was provided on February 21, 1986 to the Task Force on the Preparation of Teachers (see the attachment which is the Executive Summary of a Statement approved by The Council). The BG-UNC had been directed by the 1985 General Assembly to conduct a study of all teacher preparation programs in the state and to deliver a final report to the 1987 General Assembly. A report entitled: The Education of North Carolina's Teachers was the results of the mandate of the General Assembly. In developing this report, the BG-UNC appointed the abovementioned Task Force to formulate recommendations for consideration by the BG-UNC. It became clear to the Task Force that a data base on teacher preparation was needed. Thereby, the staff of the General Administration of the BG-UNC developed the needed data and developed a report entitled: Teacher Supply and Demand in North Carolina Public Schools: 1986-1995, hereinafter called the "Supply and Demand Report." The data in the Supply and Demand Report was used, in large measure, to support the recommendations in the Task Force Report, especially as to the areas of teacher education programs needing new entrants.

What did the Supply and Demand Report say about vocational education teachers? It said a great deal, perhaps more words about this area of teacher education than any other teaching area. Some of the pertinent findings were these:

(1) Overall, 266 fewer vocational education teachers will be needed by 1990-91, a decrease of 5 percent since 1985-86 (p. 12);

(2) New hires for vocational education will decrease from 9 to 6 percent (p. 17);

(3) Shortages are, however, projected in business education, health occupations, and vocational education of the handicapped (p. 55);

(4) "Teacher of trade and industry, prevocational courses and health occupations do not need a college degree to teach or be certified and are therefore not included on this [shortage] list," (underlining for emphasis) (p. 55); and

(5) When all factors are considered vocational education teachers is not projected for growth in the coming years, meaning through 1995 (p. 27).

However, the data from the Supply and Demand Report was not completely reflected in the final report of the BG-UNC approved for the General Assembly. Only partial mention was made about item number #3 above, and no mention was made to item number #4 above in the final report delivered to the General Assembly. Consequently, the BG-UNC did not have any specific recommendations dealing with preparing all of the various types of vocational education teachers that are needed in the state. In fact, the final Report of BG-UNC for the General Assembly ignored the nondegree teacher which represents nearly fifteen percent (15%) of the vocational education teachers in the public schools. It seems important to note that in 1986-87, the total number of vocational education teachers represents the third largest number of teachers in grades seven through twelve of the public schools. In the previous two-years, 1984-86, vocational education teachers represented the second largest number of teachers in grades seven through twelve. While it is acknowledged by The Council that the total number of vocational education teachers, as a percentage of all other teachers in the public secondary schools, is projected to decline due to the growth of other new teachers being employed to implement the BEP, all vocational teachers need to be prepared to teach before they are employed to teach. It is a duty of the BG-UNC to work toward this end.

In order to prepare the type and number of vocational education teachers that will be needed by the public schools, the BG-UNC will likely need the assistance of the SBCC. In fact, the BG-UNC and the SBE in 1981 acknowledged this possibility in the final Quality Assurance Report. Both the BG-UNC and the

SBE acknowledged that vocational education is an area of study needing special attention. That 1981 Report said:

> Additional study must be addressed to the particular problem of certification of Trade and Industrial teachers within the general field of vocational education.
>
> The specialty area has not been addressed adequately because of the complexity of the matter and because of certain dissimilarities in the identification and employment of trade and industrial teachers in comparison with all other teaching specialties.
>
> An effort should be made to solve this problem and might best be undertaken in close cooperation with the Department of Community Colleges.

Unfortunately, no action has been taken by any state education agency in response to this concern during the last six (6) years; indeed, the situation has been largely ignored again as is evidenced by the lack of attention given in the 1987 Report of the BG-UNC to the General Assembly. While The Council has waited patiently for the education community to respond in a meaningful way, a response has not been forthcoming. Hence, the recommendation of this paper.

The Council does believe, however, as is aforementioned, that the SBCC will need to be involved in preparing the needed vocational education teachers for the public schools. Nonetheless, The Council finds it necessary to reveal that, according to data from the Department of Community Colleges, 2570 full-time teachers of vocational and technical education were employed by the 58 community college institutions located throughout the state during 1986-87. Of the 2570 full-time vocational and technical teachers, 715 or nearly twenty-eight percent (28%) had less than a four-year college degree. On the "average" then, it can be concluded that the teachers of vocational and technical education in community colleges are less well educated (four-year-degree-wise) than vocational teachers in the public schools. (Public schools have employed fifteen percent (15%) of its vocational teachers with less than a four-year degree whereas

twenty-eight percent (28%) of the vocational and technical teachers in community colleges have less than a four-year degree.) Hence, where community college institutions are involved in preparing public school vocational education teachers, it will be necessary to carefully select the institutions and the faculty members to be sure that the community college teacher engaged in "preparing" teachers is better qualified than those being "prepared" to teach. Notwithstanding this concern about the overall preparation of some vocational and technical teachers in the community college system (which calls for another recommendation), The Council agrees with the Vocational Education Study: Final Report, developed for the Joint Legislation Commission on Governmental Operations, in November 1986, by the Research Triangle Institute in regard to its recommendations about vocational teacher preparation. Three of the recommendations from that Study are highlighted in support of the recommendation of this paper:

> "Recommendation 22: Develop and implement in-service teacher training to enhance the emphasis on relating the subject being taught to the world of work.
>
> Recommendation 23: Revise the credentialing requirements for vocational education teachers to emphasize their equal status with other teachers. Make the undergraduate or graduate degree requirements of vocational education teachers similar to the requirements for other teachers.

The institutions of higher education in North Carolina that maintain teacher preparation programs should:

> Recommendation 25: Establish (in each institution of higher education in the State that is involved in teacher training) a single department of school as responsible for coordination of all public school teacher education (including vocational teacher preparation).

Accordingly, THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION RECOMMENDS THAT THE STATE BOARD OF EDUCATION (SBE) CONDUCT A REVIEW OF ALL VOCATIONAL TEACHER EDUCATION PROGRAMS AND THE PROFESSIONAL CERTIFICATION PROCEDURES FOR ALL

VOCATIONAL TEACHERS IN THE STATE AND THAT THE SBE REQUEST THE BOARD OF GOVERNORS OF THE UNIVERSITY OF NORTH CAROLINA AND THE STATE BOARD OF COMMUNITY COLLEGES TO ASSIST WITH THIS EFFORT TO THE END THAT NO LATER THAN THE FALL OF 1993 THE SBE WILL BE IN A POSITION TO IMPLEMENT CONSISTENT STANDARDS FOR EMPLOYMENT THAT, AS A MINIMUM, WILL REQUIRE ALL PROSPECTIVE TEACHERS TO COMPLETE AN APPROVED DEGREE PROGRAM BEFORE THEY ARE HIRED BY LOCAL BOARDS OF EDUCATION.

Attachment

EXECUTIVE SUMMARY

I. The first action of the Board of Governors Task Force on the Teacher Preparation Program Study should be to reiterate the role of The University in preparing teachers and that a new and specific commitment be made to specialty areas such as preparing vocational education teachers.

II. A "Lighthouse" Institute for Vocational Education should be established.

III. Teacher preparation should be enhanced in each of the constituent institutions of The University.

IV. The term "vocational education" ought to have a standard meaning among the educational enterprise.

V. A new method of certifying teachers and approving teacher education programs should be established.

VI. Subject matter competence and proficiency in teaching methods should be assured in the preparation of teachers.

VII. The standards for, and the preparation of, vocational education personnel should be essentially the same as for other educators.

VIII. The preparation of all future teachers should focus on the use of technological devices.

IX. A continuing, permanent "Study Group" should be maintained to focus attention on Teacher Preparation.

X. Teaching should be enhanced by establishing a professional compensation plan.

SECTION 12

We need adequate funding for quality vocational education.

THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION RECOMMENDS THAT THE STATE BOARD OF EDUCATION REQUEST THE GENERAL ASSEMBLY TO APPROPRIATE $100 MILLION FOR THE PURCHASE OF VOCATIONAL EDUCATION EQUIPMENT FOR THE PUBLIC SCHOOLS OVER THE NEXT TWO BIENNIUMS, 1989-1993

Adopted on November 20, 1987

The General Assembly has enacted a law that states: "It is the intent of the General Assembly that vocational education be an integral part of the educational process" (G.S. 115-151). Further, the law declares: "It is the intent of the General Assembly of North Carolina to appropriate funds for each fiscal year to support the purposes of vocational education ...." The 1987 General Assembly, in fact, took a giant step in accomplishing this latter intent as it began the "full-funding" of the salaries of all vocational education teachers in the state's public schools. The final payment on this legislative enactment is to be completed during fiscal year 1988-89.

Two major needs still face vocational education and they will require the attention of both the State Board of Education and the General Assembly. They are: (1) funds to purchase the needed vocational education equipment, and (2) a renewed effort in preparing vocational teachers. This latter need will also require the involvement and assistance of the state's higher education institutions. The major purpose of this paper is to address the former need. The latter need will be addressed in a separate recommendation.

The 1987 General Assembly spoke, in part, to the need for adequate equipment. In a provision of House Bill 1155 (Chapter 622), the General Assembly directed that:

> Prior to June 1, 1988, the State Board of Education shall adopt statewide school facility minimum standards to define what constitutes adequate facilities, furniture, equipment, apparatus, and spaces. The State Board of Education shall

> provide a process for justifying deviations from the adopted standards. The State Board of Education shall report quarterly to the Joint Legislative Commission on Governmental Operations, until the standards are adopted, as to the Board's progress in developing standards. These standards shall be used by the Commission on School Facility Needs to make its final report on critical school facility needs in each county. (underlining for emphasis).

This action was not the first time the General Assembly had spoken to the need for adequate equipment. In fact, the 1983 legislature directed the State Board of Education to conduct a survey to determine the cost of providing the necessary equipment for the vocational education programs in the state public schools and to develop equipment standards for vocational education programs. In addition, the State Board was to establish a means for providing for the needed equipment. In response to this mandate of 1983, the Division of Vocational Education of the State Department of Public Instruction of the State Board of Education conducted a survey.

One finding of the survey revealed that it would take $101 million to purchase the needed equipment in order to be up to a minimum standard for vocational education programs. Insofar as can be ascertained, however, the results of the survey has not been shared with the State Board of Education, therefore, the data was not incorporated into the budget request to the General Assembly as was envisioned by the 1983 legislation. This type of data naturally should have been included into the funding request as a part of the Basic Education Program (BEP); however, it was not included.

According to data provided by the Division of Vocational Education, approximately $8.5 million of state funds are used by local boards of education each year toward the purchase of equipment and materials, with about $6.2 million being used from federal funds for vocational education equipment or a total of about $14.7 million per year. In view of these facts, the State

Advisory Council on Vocational Education recommends that the State Board of Education request the General Assembly to appropriate $25 million per year for the next two bienniums, 1989-91 and 1991-93, for vocational education equipment. Providing the General Assembly responds affirmatively, and providing the current level of expenditure of approximately $15 million is continued and used to replace and maintain the new and old equipment, from an equipment point of view, vocational education should be in a position to provide better quality programs for students in the future than in the recent past.

Accordingly, THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION RECOMMENDS THAT THE STATE BOARD OF EDUCATION REQUEST THE GENERAL ASSEMBLY TO APPROPRIATE $100 MILLION FOR THE PURCHASE OF VOCATIONAL EDUCATION EQUIPMENT FOR THE PUBLIC SCHOOLS OVER THE NEXT TWO BIENNIUMS, 1989-1993.

SECTION 13

With some "image" enhancement, we could boost vocational education enrollment.

THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION RECOMMENDS THAT THE STATE BOARD OF COMMUNITY COLLEGES RECOMMEND TO ALL COMMUNITY COLLEGE INSTITUTIONS THAT THEY USE THE FOLLOWING STRATEGIES, AS A MINIMUM, TO DEVELOP AND TO IMPLEMENT A LOCAL PLAN TO INCREASE THE NUMBER OF STUDENTS ENROLLED IN VOCATIONAL EDUCATION

Adopted on November 20, 1987

Let's face it, vocational education does not have the public image that it deserves, especially since practically all people are identified with some kind of vocation. When an individual meets another person, one of the first questions in getting acquainted is: "What do you do?" How the question is answered gives rise to a number of images about the individual, such as the person's education level; how much money the person makes; and the role of the individual in the society. It is important to remember that <u>every vocation is important</u>; indeed, vital to every other person. Consider, for example, the impact the service station attendant may have on your life if, in changing a tire on your car, the nuts that are to hold the wheel on securely are not tightened. The point is: every person is interdependent on all other human beings, and all vocations interface at some point.

One of the essential roles of the community college institutions is to serve as a beacon of hope and opportunity for the people in the state who are not aware of their potential to be contributing members of the interdependent world in which they are living. Vocational education, as well as other aspects of education, offers people a unique opportunity to develop their potential.

Vocational education, as used in this paper, is a program of study that is usually one year or less in duration, usually leading toward a diploma or a certificate in an identified field and that is offered in one or more of the 58 community college institutions. Vocational education also may be offered,

however, in a noncredit manner through the extension programs of the community college system.

The Council is aware that the State Board of Community Colleges (SBCC) is concerned about the decline in the enrollment of a number of vocational programs. In fact, the SBCC contracted with the Center for Urban Affairs and Community Service of North Carolina State University to consider the factors related to the enrollment decline in vocational education programs. In a report for the SBCC, entitled an Analysis of Declining Enrollment In Selected Vocational Programs, May 1986, a number of techniques were identified to maintain and/or increase enrollments in selected vocational programs. The Council is not aware of any conserted efforts by the Department of Community Colleges or local institutions to utilize the results of this inquiry. One of the purposes of this recommendation, therefore, is to capture some of the ideas from the Study by the Center for Urban Affairs and to enhance and expand upon several of the points expressed in that inquiry. The State Advisory Council on Vocational Education, hereinafter called "The Council," recommends the following strategies to increase vocational education enrollments.

Strategy #1. Give vocational education special attention.

The normal or typical kind of recruitment efforts by the community college institutions will not do the job. Examples of special attention would be: the development of an attractive, color booklet on the vocational education offerings at the institution with photographs of local people who were successful at completing a vocational education course and who will recommend it to other potential students. (See The Council's recommendation of November 1987 that the State Board of Education (SBE) request all local education agencies to prepare an attractive, color booklet to explain the vocational education programs and opportunities in their geographic area and for the SBE to set aside

the necessary federal vocational education funds to cover the initial cost of each publication.)

Strategy #2. Promote courses not programs.

All students, but especially adults, like immediate success. Therefore, each course in a program of vocational education should be offered on its own, but as a part of a program of study. Whether community colleges' staffs like it or not, most of the adults who enroll in the institutions have a specific and identifiable need to be satisfied. Usually a course or two will satisfy that need for now. If the course(s) satisfy, the student is likely to return for other offerings.

How will students become aware of the vocational offerings? Of course, one method of promotion is through appropriate literature. Another method is by having a director of vocational/technical education assigned to this area as a full-time responsibility. If one person has a leadership role for this area of the curricula, vocational education is likely to receive more attention than if "everyone" is responsible. Hence, full-time leadership for vocational education is strongly suggested.

Strategy #3. Show and tell.

Every junior and senior high school student in the service area of each institution should receive an invitation to visit the campus. In fact, there should be a time set aside, in cooperation with the local school district(s), to bus the students to the campus for a tour. What is done during this visit is very important. Appropriate information about the school and its programs should be given to every student. Solicit them to help you recruit. For example, say something like, "Even if you decide not to enroll at this time, we will be available later if you need our assistance." Ask them to share the information they were given to their parents, guardians, and friends.

A similar strategy will need to be developed with businesses/industries for which a course is likely to be beneficial to their employees. At least once a year, the firms that could use employees with skills the institution could satisfy should be invited to visit the campus to see a specific class in progress, if possible. This kind of targeted recruitment is best for vocational education. (See also strategy #5.)

Strategy #4. Follow-up students.

At the end of the senior year, about sixty percent of the prospective graduates of the high schools in North Carolina will tell you that they plan to continue their education immediately after high school. In fact, about fifty percent (50%) actually do. This leaves ten percent (10%) of the immediate high school students who are likely enrollees of vocational education if they are followed-up by community college institutions.

A similar technique should be used by local community college institutions in following up students who enroll in other institutions of higher education, but drop out of those institutions. The Council is aware that this follow-up technique has been developed by the Vice President for Planning in the Department of Community Colleges, in cooperation with the institutions of higher education in the state. The Council applauds this effort. Now this technique should be tailored for vocational education programs. Indeed, this technique should be used for students that drop out of the other programs of the community college system.

Strategy #5. Expand contact with businesses and industries that are likely to employ vocational education students.

Once or twice a year meetings of an advisory committee will not do the job. However, regular involvement of the businesses/industries on advisory committees will greatly impact the enrollment of most programs. Regular and systematic

contact is essential if employers are to be aware and supportive of the vocational education efforts in a community college. Moreover, these contacts can, in fact, generate classes by enrolling the current employees of the businesses/industries in the institution's service area.

The role of the Small Business Centers should be expanded, now available in forty-six (46) of the fifty-eight (58) institutions. Each Small Business Center should have as a part of its Plan of Work to ultimately be in contact with all of the small businesses in its geographic service area. Using new techniques, available through modern technology, each business center should conduct a "needs assessment" for the various types of small businesses in the community. In this way, each Small Business Center should be in a position to identify "how many" prospective students need a specific kind of vocational training that may be needed by small businesses and which can be provided by the institution.

Strategy #6. Make the Employment Security Commission (ESC)-Institution Connection Work.

The Council has spoken out on this topic several times. Of course, the community college institutions cannot accomplish this assignment alone. The SBCC will of necessity have to assure the local institutions that the staff of the Department of Community Colleges have kept the lines of communication fully open to the State Office of ESC. This is essential as local ESC offices are highly regulated and directed by the State ESC Office, and it is necessary for the State ESC to be specific in policy directives about what the local connection should be with community colleges. Hence, in the case to which this recommendation speaks, it is essential that local ESC directors be required by the State ESC Office to contact the local community colleges institution(s) in its/their assigned territory so as to be more aware of vocational training courses. This topic of state and local ESC-community college connection is likely to be even

more important in the future than it has in the past, especially as one of the provisions of House Bill 22, Chapter 17 of the 1987 General Assembly, is implemented. A key section in this law requires that:

> The interest earned from investment of the Reserve Fund moneys shall be deposited in a fund here by established in the State Treasurer's Office, to be known as the 'Worker Training Trust Fund,' these moneys shall be used to: (1) fund programs, specifically for the benefit of unemployed workers or workers who have received notice of long-term layoff or permanent unemployment, which will enhance the employability of workers, including, but not limited to, adult basic education, adult high school or equivalency programs, assessment, job counseling and placement programs.

In addition to this enactment, the 1987 General Assembly created a "Worker Training Trust Fund Study Commission." The Commission is to:

(1) Study and document the needs of displaced and dislocated workers for education and training;

(2) Recommend viable training programs directed toward enhancing the employability of workers;

(3) Study and document the needs for school-to-work transition activities and programs;

(4) Design a plan for the distribution of any refunds to employers that it finds are warranted; and

(5) Study the need of the Employment Security Commission for continued and stable funding to maintain the operation of its local offices.

In view of these related actions by the 1987 General Assembly, The Council believes this is an appropriate time to attempt to achieve a recommendation made to the SBCC in 1983. At that time, The Council recommended that the SBCC seek a change in Chapter 115-D of the General Statutes to the end of "Exempting Unemployed Individuals," due to no fault of their own and identified by the ESC, from state tuition and registration fees. About 12,000 people in the state became "unemployed" each year due to no fault of their own. If these "unemployed individuals" were exempt from the tuition and registration fees of the community college institutions and with proper counseling, it is probable

that many of the unemployed would enroll in vocational education, thereby increasing enrollments.

Accordingly, THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION RECOMMENDS THAT THE STATE BOARD OF COMMUNITY COLLEGES RECOMMEND TO ALL COMMUNITY COLLEGE INSTITUTIONS THAT THEY USE THE FOLLOWING STRATEGIES, AS A MINIMUM, TO DEVELOP AND TO IMPLEMENT A LOCAL PLAN TO INCREASE THE NUMBER OF STUDENTS ENROLLED IN VOCATIONAL EDUCATION.

SECTION 14

"... no evidence is available in the aggregate to conclude that all of the teaching-shortage areas are receiving favorable treatment."

THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION RECOMMENDS THAT THE STATE BOARD OF EDUCATION (SBE) REQUEST THE GENERAL ASSEMBLY, AS A MINIMUM, TO:

(1) REQUIRE THAT THE "Scholarship Loan Program for Prospective Teachers;" THE "Teaching Fellows Program;" THE "Teaching Grant Program for College Juniors" AND ANY OTHER GRANT/LOAN PROGRAM PROVIDING FINANCIAL ASSISTANCE TO POSTSECONDARY STUDENTS THAT IS CONTROLLED BY THE SBE BE ADMINISTERED BY A SINGLE STATE AGENCY (preferably, the State Education Assistance Authority), AND

(2) REQUIRE THAT ALL GRANT/LOAN PROGRAMS FOR PROSPECTIVE TEACHERS WHICH ARE DIRECTED BY THE STATE BE AWARDED IN PRIORITY ORDER TO STUDENTS WHO ARE ENROLLED TO TEACH (OR PLAN TO TEACH) IN IDENTIFIED FIELDS OF SHORTAGE, AS THE MAJOR CRITERION, AS DETERMINED AND PUBLISHED BY THE SBE

Adopted on November 20, 1987

Millions of state dollars are provided each year to prospective teachers in North Carolina. How effective are these programs of grants/loans? Are the teaching-shortage areas being targeted as the first priority of each program?

To the former question, the answer is that an evaluation of the state's grant/loan programs for prospective teachers has not been conducted. To the latter question, no evidence is available in the aggregate to conclude that all of the teaching-shortage areas are receiving favorable treatment. Perhaps that is why the 1987 General Assembly directed the following:

> The State Board of Education shall review the Teaching Fellows Program, the Teaching Grant Program for College Juniors, and the Scholarship Loan Program for Prospective Teachers, and shall report on the programs to the Joint Legislative Commission on Governmental Operations at its April 1990 meeting. The report should include but not be limited to the type of programs offered to recipients, class standing and SAT scores of recipients, grade point average of those in the programs, enrichment programs offered by participating universities, percentage of minority participation in the programs, geographic distribution of recipients, and any other matters which the State Board of Education deems significant. The State Board of Education shall also recommend if these programs should be continued and if so, at what level.

It is the intent of the General Assembly to review the recommendations of the State Board of Education and determine the need and feasibility of continuing the programs.

Hereinafter, the Scholarship Loan Program for Prospective Teachers shall be known as the "Scholarship Loan Program;" the Teaching Fellows Program as the "Fellows Program;" and the Teaching Grant Program for College Juniors as the "College Juniors Program." Each of these programs has a specific legal base as identified in the state statutes, with the latter two programs being administered by the North Carolina Teaching Fellows Commission, hereinafter called the "Fellows Commission," an entity serviced by the Public School Forum of North Carolina, Inc., known as the FORUM, and the Scholarship Loan Program being administered by the State Board of Education and the State Superintendent of Public Instruction. (The matter of the administration of the Scholarship Loan Program alone is ample evidence for the SBE to petition the General Assembly to amend House Bill 331 during the 1988 Session to accomplish the changes in the governance of public education as is being recommended to the SBE by the State Advisory Council on Vocational Education, hereinafter called "The Council," in a separate recommendation.)

Because the Fellows Program and the College Juniors Program are not administered in consert with the Scholarship Loan Program, there is no assurance that the state's grant/loan programs for prospective teachers will have the desired impact; namely, preparing qualified teachers for the teaching-shortage areas. Admittedly, the Fellows Program does not have "teacher shortage" as a legislative requirement in awarding the funds. However, there is nothing in the statutes of the state to preclude the Fellows Commission from considering the "shortage factor" of an area of teaching as one of the criteria for the selection of a Teaching Fellow, as is the current legal requirement for awarding the College Juniors Program. Indeed, in a letter from the President of the FORUM

(dated August 4, 1987 to The Council's Executive Director, letter dated July 23, 1987), the President observed that while the Fellows "... Commission has not opted to make probable majors a factor in the four-year awards I am very inclined to add more vocational-related areas to the priority list for the two-year award program."

The issue of better coordination of the state's financial assistance for students attending postsecondary education is not a new concern for The Council. In fact, the entire area of student financial aid, including funds that support prospective teachers, has been a major concern of The Council for nearly two years. That concern was first demonstrated in a report in August 1986 entitled: Student Financial Aid in North Carolina. The Council reiterated its concern to the SBE and other education agencies as well as to the Governor about the need to consolidate the various student financial aid programs into one agency as recently as August 1987.

Now the SBE has an opportunity, provided by a directive from the General Assembly, to conduct a review of an important sector of the student financial aid programs in the state; namely, those that have to do with grants/loans for prospective teachers. This is a timely and needed review.

The action of the SBE, at its September 1987 meeting, to continue to use limited federal vocational education funds for scholarships for prospective vocational education teachers, reinforces the need for reviewing the state financed programs for all teachers. It is The Council's belief that the best use of the state's grant/loan programs for prospective teachers would make it unnecessary to use the limited federal vocational education "to maintain" a pool of qualified vocational education teachers. The Council believes the SBE should review the Scholarship Loan Program, the Fellows Program, and the College Junior Program to determine if prospective vocational education teachers are receiving

an appropriate share of the awards. The Council's support for this kind of coordinated review by the SBE is, in large measure, influenced by the Semiannual Report to Congress, October 1, 1986 - March 31, 1987, by the Office of Inspector General, U.S. Department of Education, in which the following is reported:

> Our nationwide audit was conducted to determine if ED [U.S. Department of Education] effectively coordinated the management of vocational education training funded by the Higher Education Act of 1965, as amended, and the Carl D. Perkins Vocational Education Act. (p. 24).
>
> We found that the planning of vocational education programs has not been coordinated by ED or the States, and improvements are needed in these areas. (p. 25).

Moreover, The Council's call for the coordination of the various state and federally financed programs for prospective teachers is also undergirded by the data in the Teacher Supply and Demand in North Carolina Public Schools: 1986-1995, prepared for The University of North Carolina Task Force on the Preparation of Teachers, November 14, 1986, hereinafter called the "Supply and Demand Report." If the data in this report is accurate, and there is no evidence to suggest otherwise, then prospective vocational education teachers appear not to be getting their fair share of the available state funds. The Supply and Demand Report contained the following statement:

> "Teacher of trade and industry, prevocational courses and health occupations do not need a college degree to teach or be certified and are therefore not included on this [shortage] list," (underlining for emphasis) (p. 55).

In addition to the data in the preceding Report, consider these facts as examples:

(1) During school year 1986-87, 908 teachers were employed in the public schools with less than a four-year degree;

(2) 859 of the 908 teachers were vocational education teachers; and

(3) 43 of the 859 vocational education teachers were "new hires" during last year.

In a word the matter of the nondegree teacher in vocational education has been

ignored by all parties in the educational system. If the limited federal vocational education funds are going to be used for prospective teachers by the SBE, these funds could best be used to "... improve, modernize, and develop quality vocational education programs..." by underwriting grants/loans to current teachers who are nondegreed teachers (P.L. 98-524, as amended, Sec. 2). Consider, also, that the total number of vocational education teachers represent the third largest group of teachers in grades seven through twelve during 1986-87, with the nondegree teacher representing fifteen percent (15%) of that population.

As the foregoing facts are published as being accurate, then prospective vocational education teachers should receive, in the interim, more than a pro rata share of state funds for prospective teachers. Indeed, even a "fair" distribution of the state's resources would mean that many areas of under supply of fully qualified vocational teachers would be addressed. At the same time, the state would not be a part of preparing other teachers for positions that may not be available at the time of the completing of their formal preparation.

Therefore, THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION RECOMMENDS THAT THE STATE BOARD OF EDUCATION (SBE) REQUEST THE GENERAL ASSEMBLY, AS A MINIMUM, TO: (1) REQUIRE THAT THE "Scholarship Loan Program for Prospective Teachers;" THE "Teaching Fellows Program;" THE "Teaching Grant Program for College Juniors" AND ANY OTHER GRANT/LOAN PROGRAM PROVIDING FINANCIAL ASSISTANCE TO POSTSECONDARY STUDENTS THAT IS CONTROLLED BY THE SBE BE ADMINISTERED BY A SINGLE STATE AGENCY (preferably, the State Education Assistance Authority), AND (2) REQUIRE THAT ALL GRANT/LOAN PROGRAMS FOR PROSPECTIVE TEACHERS WHICH ARE DIRECTED BY THE STATE BE AWARDED IN PRIORITY ORDER TO STUDENTS WHO ARE ENROLLED TO TEACH (OR PLAN TO TEACH) IN IDENTIFIED FIELDS OF SHORTAGE, AS THE MAJOR CRITERION, AS DETERMINED AND PUBLISHED BY THE SBE.

SECTION 15

Vocational education is worth advertising.

THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION RECOMMENDS TO THE STATE BOARD OF EDUCATION (SBE) THAT IT RECOMMEND TO ALL LOCAL EDUCATION AGENCIES THAT THEY PREPARE AN ATTRACTIVE, COLOR BOOKLET TO EXPLAIN THE VOCATIONAL EDUCATION PROGRAMS UNDER THEIR JURISDICTION AND FOR THE SBE TO SET ASIDE THE NECESSARY FEDERAL VOCATIONAL FUNDS TO COVER THE INITIAL COST OF EACH PUBLICATION

Adopted on November 20, 1987

One of the essential purposes of the Carl D. Perkins Vocational Education Act, P.L. 98-524, as amended, is to "... expand ... quality vocational education programs ..." (underlining for emphasis). Also, one of the requirements of the Act called for the establishment of a State Advisory Council on Vocational Education, hereinafter called "The Council," for any state that desires to participate in the programs and the funds authorized by this law. In response to this requirement, The Governor has established The Council. One of the duties of The Council is to provide advice to the State Board of Education (SBE) on policies that should be pursued to strengthen vocational education, with particular attention to programs for the handicapped.

On September 9, 1987, the President of The University of North Carolina had this to say about vocational education during a speech in Charlotte:

> "Sure, we need to teach young people about the world of work, and tell them about the varieties of occupations out there. We should be doing more of that, in fact. But, students shouldn't spend their precious high school years learning skills that no one may need a decade out."

The Council couldn't agree more. The problem with this statement (and the speech in general) is that the President selected vocational education courses as the ones in high school that are wasting students' time. Indeed, there are some courses that do waste students' time, vocational as well as academic. But, because there are a "few rotten apples in a barrel" does not require the destruction of the remaining apples; it requires the removal of the bad apples

and a new method of displaying the good ones.

An appropriate method to display the programs of vocational education is a recent publication by the Vocational Education Division of the Moore County Schools. The attractive, color publication is entitled: Learning a Living: Vocational Education. The inside cover contains the members of the local board of education and several of the key administrators of the local education agency (LEA). Also, the membership of the vocational education advisory council is provided, along with other information. Following the inside cover page is a letter to "Students and Parents" from the Director of Vocational Education for the Moore County Schools. Immediately following this letter is a page on "Vocational Education Objectives" and "Career Exploration," followed with information on "High School Graduation Requirements."

The publication provides a description of the fourteen (14) vocational education programs that are offered by the secondary schools in Moore County, using two pages for each programs. Each program description is followed with relevant information such as the related subjects a student should complete in order to be successful in the specific vocational education program. For the fourteen programs highlighted in the publication, "algebra" was listed as a related course for twelve (12) vocational programs, with other "academic" related courses being mentioned less frequently. Also, for each vocational program the job outlook was presented, along with a list of jobs one might be prepared for by completing a particular vocational education program. In the publication, addition educational requirements were identified in order for a student to fully complete the total field of study. Following this information about each of the vocational education opportunities in Moore County Schools, the back of the publication provided a list of the Vocational Student Organizations (VSOs) in the LEA and the course offerings for each of the three (3) high schools.

The Council believes this type of attractive, color publication is desirable for every LEA in the state. Indeed, The Council believes that this type of publication would be especially useful in implementing the "PEER Program" that was recommended to the SBE in August 1987. The PEER Program, among other components, was to permit the President of each local VSO to meet with the students in every junior/middle high school in a LEA to talk with them about their future plans and the educational possibilities in the public schools. The publication associated with this recommendation would be a useful resource to the PEER Program participants as they talk with the prospective high school students in the LEA.

The funds necessary to cover the cost of the publication for each LEA is likely to average about $10,000 per LEA. With 140 school administrative units in the state, the total initial cost will approximate $1.5 million. Nevertheless, THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION RECOMMENDS TO THE STATE BOARD OF EDUCATION (SBE) THAT IT RECOMMEND TO ALL LOCAL EDUCATION AGENCIES THAT THEY PREPARE AN ATTRACTIVE, COLOR BOOKLET TO EXPLAIN THE VOCATIONAL EDUCATION PROGRAMS UNDER THEIR JURISDICTION AND FOR THE SBE TO SET ASIDE THE NECESSARY FEDERAL VOCATIONAL FUNDS TO COVER THE INITIAL COST OF EACH PUBLICATION.

SECTION 16

**Quality, quality, quality --
that's what we're after!**

THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION RECOMMENDS THAT THE STATE BOARD OF COMMUNITY COLLEGES (SBCC) ESTABLISH A MINIMUM EDUCATIONAL EMPLOYMENT STANDARD, TO BECOME OPERATIVE NO LATER THAN 1993, FOR VOCATIONAL/TECHNICAL FACULTY MEMBERS HIRED BY INSTITUTIONS OF THE COMMUNITY COLLEGE SYSTEM AND THAT THE SBCC REQUEST THE ASSISTANCE OF THE BOARD OF GOVERNORS OF THE UNIVERSITY OF NORTH CAROLINA TO CAUSE THE CONSTITUENT INSTITUTIONS TO PREPARE FACULTY MEMBERS TO MEET THE EDUCATIONAL STANDARD SET BY THE SBCC

Adopted on November 20, 1987

> The State Board of Community Colleges may adopt and execute such policies, regulations and standards concerning the establishment, administration, and operation of institutions as the State Board may deem necessary to insure the quality of educational programs, to promote the systematic meeting of educational needs of the State, and to provide for the equitable distribution of State and federal funds to the several institutions.
>
> The State Board of Community Colleges shall establish standards and scales for salaries and allotments paid from funds administered by the State Board, and all employees of the institutions shall be exempt from the provisions of the State Personnel Act. The State Board shall have authority with respect to individual institutions: to approve sites, buildings, plans, budgets; to approve the selection of the chief administrative officer; to establish and administer standards for professional personnel, curricula, admissions, and graduation; to regulate the awarding degrees, diplomas, and certificates; to establish and regulate student tuition and fees and financial accounting procedures (G.S. 115 D-5). (Underlining for emphasis.)

The foregoing is the state statute that permits the SBCC to implement the recommendation of this paper. Why is this recommendation by the State Advisory Council on Vocational Education, hereinafter called "The Council," desirable? There are at least two (2) reasons why this recommendation is "the next wave" of educational reform for the community college system.

REASON #1. Minimum education standards should be established by the SBCC. When the community college system was begun in 1957, a policy decision was made by the State Board of Education, then the State Board responsible for the oversight of the system, not to establish state-level certification or educational

standards for the faculty members of the community college system even though there were standards for the teachers in the public schools. One of the reported reasons for not establishing an educational standard for faculty members for the community colleges was there were not enough educated and trained vocational/technical teachers at that time. The practice of not setting a statewide educational standard has been continued by the current board -- the State Board of Community Colleges -- leaving employment standards to be set by each of the fifty-eight (58) local boards of trustees.

Today, there is still a lack of a sufficient quantity of vocational/technical teachers in the state, but the state now has the capacity to respond to this need through the university system. When the community college system was begun, the public colleges and universities were not organized under a single state board. Today, the constituent institutions of The University of North Carolina are under a Board of Governors. Also, it is way past time to educate and train the needed vocational/technical teachers in order to offer quality vocational/technical programs to the students attending community college institutions. Moreover, it is a duty of The Board of Governors to assist with this task, especially if requested by the SBCC.

The recent Report of the North Carolina Commission on Jobs and Economic Growth (November 12, 1986, p. 14) stated that "... by 1990, three out of four jobs will require education or technical training beyond high school." Moreover, Margaret Gayle, an Associate Director of the Division of Vocational Education, State Department of Public Instruction of the State Board of Education, and co-author of Schools of the Future, has stated that, "... regardless of the career, most jobs will require at least two years beyond high schools" by the year 2000 (Education Report, September 1987, p. 2). Yet, during school year 1986-87, the community colleges employed 715 teachers, or nearly twenty-eight

percent (28%) of the 2,570 full-time vocational/technical teachers, with less than a four-year college degree. If most of the jobs by the year 2000 will require at least two years of training beyond high school as aforementioned, then it seems logical that vocational/technical teachers should have at least two years of additional education beyond a requirement of most jobs. In fact, some of the currently employed vocational/technical teachers do not possess the education minimum that is mentioned for most jobs by the year 2000.

The year 2000 is only thirteen years away. It behooves the SBCC, therefore, to establish a standard now to be achieved by a certain date, and to request the Board of Governors of The University of North Carolina to assist the SBCC in accomplishing this goal by having the constituent institutions prepare the needed vocational/technical teachers.

Considerable discussion has taken place over the last several years about the low salary ranking of the faculty members in the community college system as compared to the southern states and to the nation at large. According to the Raleigh Times Newspaper of October 6, 1987, the "... state's community college salary scale is $3,000 below the average for Southern states -- and almost $7,000 below the average for the nation." This editorial observes that the state "... can't afford such head-in-the-sand pokiness in raising salaries for the Community College System faculties." The Council agrees. However, The Council also believes that the setting of a minimum educational standard for faculty employment would be a signal to the General Assembly that the SBCC is going to improve the overall quality of the instructional programs by raising faculty standards as faculty pay is raised by the legislature.

REASON #2. The role of the community college system is likely to be enhanced.

Consider the words of the report: Continuing the Conversation, a 1987 publication of the Third Century Project sponsored by the Z. Smith Reynolds Foundation. "If North Carolina desires a stronger state economy and better opportunities for its citizens, a greater commitment to education for more people is necessary, especially at the community college level" (p. 27). Consider also the fact that the SBCC has established a Commission on the Future to consider the mission and role of the system in the years ahead. It seems likely that this Commission will conclude that the role of the community college system should be enhanced. Consider further two (2) recent recommendations by the State Advisory Council on Vocational Education, which are as follows:

(1) THAT THE STATE BOARD OF COMMUNITY COLLEGES DEVELOP A PLANNING EFFORT FOR AND WITH THE STATE BOARD OF EDUCATION TO THE END OF ESTABLISHING A COMPREHENSIVE MODEL TO PROVIDE THE NECESSARY TRAINING, PRESERVICE AND/OR IN-SERVICE, FOR ALL NONCERTIFIED PERSONNEL EMPLOYED BY LOCAL BOARDS OF EDUCATION (May 15, 1987).

The data to support this recommendation shows that the noncertified personnel of 42,000 employed in the public schools will grow to 50,000 by 1993. The Council recommended that the SBCC establish a relationship with the State Board of Education to the end of providing the current and continuing education and training for the noncertified personnel employed by the public schools.

(2) THAT THE STATE BOARD OF EDUCATION (SBE) CONDUCT A REVIEW OF ALL VOCATIONAL TEACHER EDUCATION PROGRAMS AND THE PROFESSIONAL CERTIFICATION PROCEDURES FOR ALL VOCATIONAL TEACHERS IN THE STATE AND THAT THE SBE REQUEST THE BOARD OF GOVERNORS OF THE UNIVERSITY OF NORTH CAROLINA AND THE STATE BOARD OF COMMUNITY COLLEGES TO ASSIST WITH THIS EFFORT TO THE END THAT NO LATER THAN THE FALL OF 1993 THE SBE WILL BE IN A POSITION TO IMPLEMENT CONSISTENT STANDARDS FOR EMPLOYMENT THAT, AS A MINIMUM, WILL REQUIRE ALL PROSPECTIVE TEACHERS TO COMPLETE AN APPROVED DEGREE PROGRAM BEFORE THEY ARE HIRED BY LOCAL BOARDS OF EDUCATION (November 20, 1987).

This recommendation is based on the proposition that all teachers employed by local boards of education should meet certain minimum educational standards. The data to support this recommendation indicates that about fifteen percent (15%) of the vocational teachers in public schools have not completed an

approved degree program. It is recommended that by 1993 all newly employed vocational teachers should meet such a standard before being hired and that the community college system be used to provide the needed education for these prospective teachers. However, the data for this recommendation also revealed that nearly twenty-eight percent (28%) of the vocational/technical faculty members in the community college system have not completed a four-year degree. Hence, the qualifications of vocational/technical faculty members in the community college system will need to be raised in order to achieve this recommendation. If these recommendations are implemented, and others similar to these, then the role of the community colleges will likely be significantly enhanced in the near future.

Accordingly, THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION RECOMMENDS THAT THE STATE BOARD OF COMMUNITY COLLEGES (SBCC) ESTABLISH A MINIMUM EDUCATIONAL EMPLOYMENT STANDARD, TO BECOME OPERATIVE NO LATER THAN 1993, FOR VOCATIONAL/TECHNICAL FACULTY MEMBERS HIRED BY INSTITUTIONS OF THE COMMUNITY COLLEGE SYSTEM AND THAT THE SBCC REQUEST THE ASSISTANCE OF THE BOARD OF GOVERNORS OF THE UNIVERSITY OF NORTH CAROLINA TO CAUSE THE CONSTITUENT INSTITUTIONS TO PREPARE FACULTY MEMBERS TO MEET THE EDUCATIONAL STANDARD SET BY THE SBCC.

SECTION 17

"Good advice is essential, regardless of the source."

THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION RECOMMENDS THAT THE STATE BOARD OF COMMUNITY COLLEGES RE-ESTABLISH AN ADVISORY COUNCIL TO THE STATE BOARD

Adopted on November 20, 1987

The State Advisory Council on Vocational Education, hereinafter called "The Council," is charged by federal law to advise the State Board on policies the state should pursue to strength vocational education. For the purposes of this paper, the State Board referred to in federal law is the State Board of Community Colleges. In addition to the aforementioned charge, The Council is required, among other duties, to provide advice to the State Board on initiatives and methods the private sector could undertake to assist in the modernization of vocational education programs. For the purposes of this paper, the term "vocational" is synonymous with the word "technical."

Well known to most observers of the community college institutions in the state is their major purpose. "The major purpose of each and every institution ... shall be and shall continue to be the offering of vocational and technical education and training ...," declares the statutes. To assist in achieving this "major purpose," the General Assembly established the State Board of Community Colleges to provide oversight and policy direction for the community college institutions. Prior to the establishment of the State Board of Community Colleges, the State Board of Education had jurisdiction over the community college institutions. Today, there are 58 institutions throughout the state.

From the very beginning of the community college institutions, known as Industrial Education Centers (IECs) from 1957-1963, they had a close tie to business, industry, agriculture, and government in their local communities. Indeed, this kind of relationship was essential to the growth and development of the community college system. Evidence suggests that where an institution has

strong business and industry ties, the institution makes progress; where those relationships are less than optimum, the development of the local community college institution has been less than desirable.

The relationships between business and industry at the local level generally have been maintained through local advisory committees. In fact, local advisory committees have been required by the State Board of Community Colleges, and by its forerunner the State Board of Education, as new programs are being formulated. This type of business and industry relationships, until recently, has been a reality at the State Board level, too.

Until 1983, the State Board of Community Colleges was required by state statute to "... appoint an advisory council consisting of at least seven members to advise the State Board on matters relating to personnel, curricula, finance, articulation, and other matters concerning institutional programs and coordination with other educational institutions of the state." Unfortunately, this former provision was struck from the state statutes by action of the General Assembly effective June 6, 1983, based upon a recommendation of the immediate past state president and upon concurrence by the State Board of Community Colleges. It is the view of The Council that this action was unwise. It is thereby the position of The Council that an advisory council to the State Board should be re-established. Parenthetically, while The Council also provides advice to the State Board; nevertheless, The Council does not have the staff or the resources to carry on the work envisioned by this type of Advisory Council to the State Board. Moreover, good advice is essential, regardless of the source.

Evidence to support the re-establishment of an advisory council to the State Board is best documented in a report entitled: Summary Report: Business Conference Series, May 1987, prepared by the Department of Community Colleges.

Fifteen (15) recommendations were offered. Recommendation 15 states: CONTINUE THE DIALOG (p.vii). This recommendation is enhanced by the following concern expressed immediately prior to the recommendation.

> Perhaps the single most important outcome of the Business Conference Series is a renewed commitment on the part of the business participants and the community college representatives to continue the dialog. In order to maintain on open dialog community college representatives must actively listen to the concerns of employers and ask them what they need from the community college system.

This concern addressed to the State Board of Community Colleges is further amplified by Wayne Peterson, a member of the State Board and Chief Executive Officer of Carolina Telephone and Telegraph Company, who chaired the steering committee on the business conference series. The Triangle Business (July 6-13, 1987, p.18) reports Mr. Peterson's remarks as follows:

> As a businessman, I knew that other business people would welcome the opportunity to sit down with the leadership of the system in a comparatively intimate setting where discussion could be frank and open .... The business community is our marketplace in the community college system. Without their support, our students are going to end up with skills they have no use for.

The Council believes this is sufficient evidence to warrant the State Board of Community Colleges to re-establish an advisory council to the State Board. Indeed, the business, industry leaders who served as host/contact persons for the conferences, with the exception of the ones hosted by the State Board members, would provide a good nucleus in re-establishing an advisory council to the State Board. The Council wishes to make the State Board aware of the fact that it can, by its own action, re-establish an advisory council to the Board; notwithstanding the fact that it was earlier abolished by action of the General Assembly, upon the Board's recommendation.

Accordingly, **THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION RECOMMENDS THAT THE STATE BOARD OF COMMUNITY COLLEGES RE-ESTABLISH AN ADVISORY COUNCIL TO THE STATE BOARD.**

SECTION 18

"... North Carolina currently has a disjointed 'system of education'."

"... 'The Council' is recommending a unified 'system of education' to better serve students."

THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION RECOMMENDS THAT THE GOVERNOR REQUEST THE GENERAL ASSEMBLY TO ENACT LEGISLATION THAT WOULD ASSIGN THE FUNCTIONS OF THE STATE BOARD OF COMMUNITY COLLEGES AND THE BOARD OF GOVERNORS TO THE STATE BOARD OF EDUCATION AND FOR THE MEMBERS OF THE STATE BOARD OF EDUCATION TO HOLD FULL-TIME, STATE-PAID POSITIONS

Adopted February 19, 1988

Nearly 2 million students will be served by the public education system during school year 1987-88. These students will be served by the state's public schools, the community college institutions, and the constituent institutions of The University of North Carolina. Are these students served effectively and efficiently? There is some evidence to suggest that they are not! One reason may be that North Carolina currently has a disjointed "system of education." The State Advisory Council on Vocational Education, hereinafter called "The Council," is recommending a unified "system of education" to better serve students.

Currently, there are three (3) major public state education boards that set educational policies, consistent with the actions taken by the General Assembly. These statewide education boards are: (1) the State Board of Education (SBE), (2) the State Board of Community Colleges (SBCC), and (3) the Board of Governors of The University of North Carolina (BG-UNC). The SBE is also the State Board of Vocational Education "... at all levels ..." according to a state law that complies with the Carl D. Perkins Vocational Education Act, (Public Law 98-524, as amended).

Only the SBE is a constitutional board. Specific reference is made to its "powers and duties" as well as its membership in the State Constitution. (See Article IX of the North Carolina Constitution attached; note especially sections 4 and 5.) While the State Constitution does refer to "higher education," neither the SBCC nor the BG-UNC is required by the Constitution. Both the SBCC and the BG-UNC are legislative creations. The key statement in the current

State Constitution regarding higher education is Section 8. It states:

> The General Assembly shall maintain a public system of higher education, comprising The University of North Carolina and such other institutions of higher education as the General Assembly may deem wise.

The General Assembly has established from time to time agencies to manage the public institutions of higher education in this state. The most recent legislative creation was the SBCC; it became fully effective on January 1, 1981. Prior to that date, the functions of the SBCC were assigned to the SBE by the General Assembly. The SBE first began to oversee the development of the community college system in 1957 as a part of its vocational education operations. Even as this function was being performed by the SBE, the board's other primary responsibility was to provide policy direction for the educational programs and the state's funds for the public schools.

The SBE has had the responsibility for program supervision of the public schools since 1868, when the second of the three state constitutions established the SBE. (The two other state constitutions were adopted in 1776 and in 1971.) There have been periods of time that the SBE did not have direct responsibility for the fiscal affairs of the public schools. From 1927 until 1933 and from 1933 until 1943, the State Board of Equalization and the State School Commission, respectively, both legislative creations, provided fiscal control over state funds for public schools. As to higher education, the State Constitution of 1868 required that:

> The University of North Carolina with its lands, emoluments and franchises, is under the control of the State, and shall be held to an inseparable connection with the Free Public School System of the State.

The essence of the recommendation of this paper is that the General Assembly should return the state to a governance structure of yesteryear and recreate a unified system of education similar to the one that existed under the provision of the 1868 Constitution. To put the recommendation of The Council

in perspective, an old adage seems to be appropriate: "In order to go forward, we have to go backward." Or to quote the Turkish proverb used by the President of The University System in a speech in Charlotte on September 9, 1987: "No matter how far you have gone on a wrong road, turn back." This admonition causes The Council to recommend that the Governor request the General Assembly to enact legislation to assign the functions of the SBCC and the BG-UNC to the SBE and for the members of the SBE to hold full-time, state paid positions.

There is much support for this recommendation. Among several recent reports, studies, and statements by a number of organizations and individuals, the following seem unrelated until they are considered in the context of the state's disjointed education system.

° In the Governor's press release on January 28, 1987, this statement:

> The Governor's recommendations will increase the percentage of general fund appropriations to public schools from 44.8 percent in the current year to 46.9 percent in 1988-89. In the first year of the biennium, 61.6 percent of the recommended expansion budget will be proposed for all education elementary through postgraduate, with 73.2 percent in 1988-89.

° According to a paper released by the United Way of America in 1987 entitled "What Lies Ahead: Looking Toward the 90s," this statement in the section headed "Changing Work Force and World of Work":

> ... vocational training and education will be a life long pursuit for those who want to continue to improve themselves and advance professionally. New developments in technology and increased international competition have created a growing need for a flexible work force, one that is well trained and versatile.

° In a report to the 1987 General Assembly entitled North Carolina Capital Markets Innovation Plan, (p.63), the following statement is reported under a heading of Patent Policy:

> North Carolina will never harness the full economic power of its universities, its large number of Ph.D's, its private

industries, its financial sector and its economic development policies unless it develops policies that remove barriers to collaboration.

- According to a report, The North Carolina Community College Study, prepared by the Research Triangle Institute in 1986, for the SBCC:

> The Board members are concerned about their limited interaction with the State Board of Education and the University System Board of Governors, and express constructive interest in better articulation with these authorities on matters on mutual concern (p.91).

Several of the "principal findings and conclusions" of the Study were:

> ... there are mixed evaluations, by those involved and other parties, on the current strength and effectiveness of the State Board (p.130).
>
> We conclude that the System needs a strong and centralized governance authority ... (p.130).

- According to the National Alliance of Business in a 1986 report entitled "Employment Policies: Looking to the Year 2000," (p.10) this recommendation for every state:

> There should be a board ... at the state level ... that would be responsible for coordinating all training, education, economic development and placement activities in the state."

- According to the Governor of Arkansas, The Honorable William Clinton, in an article published in the March/April 1987 issue of The Council of State Governments, (p.62), this statement:

> To meet the challenge before us, education must go through a second wave of reform .... To capture the essence of what now needs to be done, education has borrowed a buzz word from corporate America: restructuring.

- According to an article entitled "Class of 2000 arrives," in the Education Report, issued by the Department of Public Instruction, (September 1987, (p.2)), this statement by an Associate Director of the Division of Vocational Education, who is a co-author of the book Schools of the Future:

> One of the most significant educational factors for this class of the year 2000 is the need for a total integrated academic and technical curriculum. A strong liberal arts education will not be enough; all of them will need an understanding of computers, lasers, telecommunications' systems, and how to find, use, and keep information current through the use of data bases, online service, and other sources. **Business, industry, and society will require people to be both educated and trained; one will not suffice and the costs for remediation of basic education will be prohibitive as the need increases to provide literacy training for adults.** The major challenge for education policy makers is to redesign the curriculum to address both academic and technical education. Graduates today and tomorrow will continue to be at the low end of the employment scale with only a liberal arts degree.

° The report of the North Carolina Commission on Jobs and Economic Growth (November 12, 1987, p.14) states:

> ... by 1990, three out of four jobs will require education or technical training beyond high school.

° In the Fall/Winter, 1987 issue of Planning for Higher Education, the current State President of the Community College System, and a former Governor, was asked the following question:

> With such a large proportion of funding from the state, the other publicly funded educational systems in the state (i.e., the university system and the public school system) are a key part of your competitive environment. How do these systems currently relate to each other?

The State President's answer, in part, was:

> Haphazardly at best, I'm afraid. I've been in this role now for four years, and it's apparent that there is no linkage between planning as we do within our system and what happens in the statewide effort for higher education or in education generally ....

All of the foregoing statements suggest to The Council that what is needed in North Carolina is a unified system of education. One board, working in a united fashion, would likely do a better job in serving all students. But, while all of the aforementioned statements are compelling in themselves to make the change as recommended in this paper, the most compelling support to create a

unified system of education may be an April 1987 report entitled Continuing the Conversation, prepared by the Third Century Project, that was financed by the Z. Smith Reynolds Foundation, Inc. This report called for action to formulate a mechanism to assure dialogue among all of the partners in higher education in the state (p.28). The recommendation of this paper called for a structure to assure a working connection between and among all of the components of public education in the state, including higher education.

Indeed, how would the recommended structure better accomplish the overall goal of this paper to serve students better? Recent events serve to illustrate how the proposed new structure could serve students better. Three examples are offered: (1) the SBE and the SBCC held a joint meeting on January 8, 1987 to discuss cooperative programming and dual enrollment of high school students in community college institutions. A committee was formed to explore these matters and others, but to date, insofar as can be ascertained, the committee has not formulated any response to these concerns. (2) During the 1986 session of the General Assembly, the BG-UNC was directed to conduct a study of the preparation of teachers. A report from the study entitled The Education of North Carolina's Teachers was delivered to the General Assembly. In implementing this report, the 1987 General Assembly directed in Section 96 of Chapter 830 (House Bill 1515) that the SBE and the BG-UNC "shall ... jointly develop a plan for monitoring and evaluating the effectiveness and impact of the efforts to implement the objectives of the Report ...." If the state's educational institutions were under one board, these joint meetings and joint efforts would not be needed. Moreover, one board would be in charge of the entire matter of teacher education. (3) The President of The University of North Carolina in a speech in Charlotte on September 9, 1987 proposed that the SBE "... make the requirements for graduation from high school in this state the same as the minimum requirements for

admission to The University." Even though this proposal by the President was made recently, the BG-UNC as long ago as February 1984 established its own standards for admission to The University without consultation with the SBE. The BG-UNC has recently modified its earlier stated admission requirements, reportedly for two more years. This kind of "on again off again" policy by the BG-UNC would not be necessary if all educational policies for students were set by one board.

What is needed in this state, from The Council's view, is a unified system of education that better serves students. If a public school student needs a course(s) available at The University (and it is accessible), then it should be provided "free," if the course(s) accomplished an objective of a public school program. On the other hand, if a university student needs a course available in a community college (or a public school for that matter), then it should be offered. If university faculties have ideas on how to improve the public schools, or vice versa, a mechanism should be in place to naturally receive and process those ideas so as to improve the learning possibilities for all students. The current disjointed "system of education" does not provide an easy mechanism for collaboration; the proposed new governance structure could provide this avenue.

In making this recommendation to the Governor to seek legislation to bring the functions of the SBCC and the BG-UNC under the SBE, The Council is aware that House Bill 245 "An Act to Require the State Board of Education, the State Board of Community Colleges, and The University Board of Governors to Meet Jointly at Least Once a Year," will be considered by the General Assembly after it reconvenes on June 2, 1988. This bill passed the House of Representatives during the first session of the 1987 General Assembly. Therefore, the recommendation of this paper is timely as well as an appropriate option for consideration. Also,

The Council is aware that House Bill 331, to improve the management of the SBE, could be enacted during the "budget" session of the General Assembly in 1988. Also, it passed the House of Representatives during the recent session. While The Council believes that House Bill 331 needs to be amended to assure the SBE is the "single strong voice for education in this state," regardless of the outcome of this bill, membership on the SBE should become a full-time, state-paid position as soon as possible. In fact a strong argument can be made to make the members of the SBE full-time, state-paid, even if the functions of the SBCC and BG-UNC are not assigned to the SBE. This argument is especially compelling in the absence of action on House Bill 331 or House Bill 245.

What would a full-time, state-paid member of the SBE do? It is important to put into context what the State Constitution already requires of the SBE: "to ... supervise and administer the free public school system and the educational funds provided for its support ...." The thirteen members of the SBE are composed of the Lt. Governor and the State Treasurer, who are already in full-time, state-paid positions, and eleven other members appointed by the Governor, subject to confirmation by the General Assembly in joint session. The State Constitution requires the General Assembly to divide the state into eight educational districts, with one SBE member to be appointed from each district and with three members to be appointed from the state at large.

Under the proposal of this recommendation, each SBE member would consult with citizens, visit schools, community colleges, universities, and other such agencies in his district. In a word, the SBE member would become "educated" about the educational needs in the district and the state at large. When committee meetings of the Board are held, as well as the regular monthly meeting, the Board members should be better able to fulfill the constitutional obligations assigned to the SBE.

This recommendation that the SBE members hold full-time, state paid positions is not unlike the current arrangement for State Utility Commissioners. They are in full-time, state paid positions. Surely the setting of standards of quality for education in this state is as important as setting the rates for utilities! Moreover, not to have a unified system of education would be akin to having a statewide transportation system where one state department would be responsible for the primary roads (comparable to the primary/elementary schools today under the SBE); another state department responsible for secondary roads (comparable to the secondary schools today under the SBE with support for some elementary and secondary school efforts by the SBCC); and yet another state department responsible for interstate roads (comparable to the universities under the BG-UNC).

The Council believes a statement that best describes its philosophy was reported in the spring 1987 issue of the NEA Higher Education Journal, (p.79):

> We conclude that education is a seamless web. We are all citizens of a common community, a mutual enterprise, with a joint purpose.

Another statement that supports The Council's philosophy of education is contained in an article in the North Carolina Education Magazine, September-October 1987, written by Lloyd V. Hackley, Vice President for Student Services and Special Projects, and George A. Antonelli, Asociate Vice President for Student Services and Special Projects of The University of North Carolina:

> Among other changes necessary, the educational system must be viewed as a single continuum from kindergarten through graduate school, and students must be made to understand that competence gained at lower levels in the school system influences their performance at subsequent levels. (p.10).

Accordingly, THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION RECOMMENDS THAT THE GOVERNOR REQUEST THE GENERAL ASSEMBLY TO ENACT LEGISLATION THAT WOULD ASSIGN THE FUNCTIONS OF THE STATE BOARD OF COMMUNITY COLLEGES AND THE BOARD OF GOVERNORS TO THE STATE BOARD OF EDUCATION AND FOR THE MEMBERS OF THE STATE BOARD OF EDUCATION TO HOLD FULL-TIME, STATE-PAID POSITIONS.

ARTICLE IX

EDUCATION

Section 1. *Education encouraged.* Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools, libraries, and the means of education shall forever be encouraged.

Sec. 2. *Uniform system of schools.*

(1) *General and uniform system; term.* The General Assembly shall provide by taxation and otherwise for a general and uniform system of free public schools, which shall be maintained at least nine months in every year, and wherein equal opportunities shall be provided for all students.

(2) *Local responsibility.* The General Assembly may assign to units of local government such responsibility for the financial support of the free public schools as it may deem appropriate. The governing boards of units of local government with financial responsibility for public education may use local revenues to add to or supplement any public school or post-secondary school program.

Sec. 3. *School attendance.* The General Assembly shall provide that every child of appropriate age and of sufficient mental and physical ability shall attend the public schools, unless educated by other means.

Sec. 4. *State Board of Education.*

(1) *Board.* The State Board of Education shall consist of the Lieutenant Governor, the Treasurer, and eleven members appointed by the Governor, subject to confirmation by the General Assembly in joint session. The General Assembly shall divide the State into eight educational districts. Of the appointive members of the Board, one shall be appointed from each of the eight educational districts and three shall be appointed from the State at large. Appointments shall be for overlapping terms of eight years. Appointments to fill vacancies shall be made by the Governor for the unexpired terms and shall not be subject to confirmation.

(2) *Superintendent of Public Instruction.* The Superintendent of Public Instructiuon shall be the secretary and chief administrative officer of the State Board of Education.

Sec. 5. *Powers and duties of Board.* The State Board of Education shall supervise and administer the free public school system and the educational funds provided for its support, except the funds mentioned in Section 7 of this Article, and shall make all needed rules and regulations in relation thereto, subject to laws enacted by the General Assembly.

Sec. 6. *State school fund.* The proceeds of all lands that have been or hereafter may be granted by the United States to this State, and not otherwise appropriated by this State or the United States; all moneys, stocks, bonds, and other property belonging to the State for purposes of public education; the net proceeds of all sales of the swamp lands belonging to the State; and all other grants, gifts, and devises that have been or hereafter may be made to the State, and not otherwise appropriated by the State or by the terms of the grant, gift, or devise, shall be paid into the State Treasury and, together with so much of the revenue of the State as may be set apart for that purpose, shall be faithfully appropriated and used exclusively for establishing and maintaining a uniform system of free public schools.

Sec. 7. *County school fund.* All moneys, stocks, bonds, and other property belonging to a county school fund, and the clear proceeds of all penalties and forfeitures and of all fines collected in the several counties for any breach of the penal laws of the State, shall belong to and remain in the several counties, and shall be faithfully appropriated and used exclusively for maintaining free public schools.

Sec. 8. *Higher education.* The General Assembly shall maintain a public system of higher education, comprising The University of North Carolina and such other institutions of higher education as the General Assembly may deem wise. The General Assembly shall provide for the selection of trustees of The University of North Carolina and of the other institutions of higher education, in whom shall be vested all the privileges, rights, franchises, and endowments heretofore granted to or conferred upon the trustees of these institutions. The General Assembly may enact laws necessary and expedient for the maintenance and management of The University of North Carolina and the other public institutions of higher education.

Sec. 9. *Benefits of public institutions of higher education.* The General Assembly shall provide that the benefits of The University of North Carolina and other public institutions of higher education, as far as practicable, be extended to the people of the State free of expense.

Sec. 10. *Escheats.*

(1) *Escheats prior to July 1, 1971.* All property that prior to July 1, 1971, accrued to the State from escheats, unclaimed dividends, or distributive shares of the estates of deceased persons shall be appropriated to the use of The University of North Carolina.

(2) *Escheats after June 30, 1971.* All property that, after June 30, 1971, shall accrue to the State from escheats, unclaimed dividends or distributive shares of the estates of deceased persons shall be used to aid worthy and needy students who are residents of this State and are enrolled in public institutions of higher education in this State. The method, amount, and type of distribution shall be prescribed by law.

SECTION 19

These "recommendations speak to the unemployed who have been laid off due to 'no fault of their own' such as in the case of permanent plant closings."

THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION RECOMMENDS THAT THE STATE BOARD OF EDUCATION, THE STATE BOARD OF COMMUNITY COLLEGES, AND THE EMPLOYMENT SECURITY COMMISSION OF THE NORTH CAROLINA DEPARTMENT OF COMMERCE ACT AFFIRMATIVELY ON THE FOLLOWING RECOMMENDATIONS:

Adopted February 19, 1988

RECOMMENDATION I. The North Carolina Employment Security Commission require an employability plan for each person applying for unemployment benefits;

RECOMMENDATION II. The North Carolina Employment Security Commission require that the employability plan identify employment alternatives and training options, one of which must be selected in order to receive unemployment benefits;

RECOMMENDATION III. The Employment Security Commission petition the State Board of Education and the State Board of Community Colleges to request local Boards of Education and Boards of Trustees to provide retraining for individuals identified by the Employment Security Commission;

RECOMMENDATION IV. The State Board of Education and the State Board of Community Colleges petition the Employment Security Commission to implement Recommendations I and II;

AND, that

The State Board of Education and the State Board of Community Colleges petition the local Boards of Education and Boards of Trustees to provide the necessary retraining of individuals identified by the Employment Security Commission.

These recommendations are contained in a report entitled the "Retraining of the Unemployed in North Carolina: A Progress Report," adopted in 1984 by the State Advisory Council on Vocational Education, hereinafter called "The Council." The foregoing recommendations speak to the unemployed who have been laid-off due to "no fault of their own" such as in the case of permanent plant closings.

Because of the limited earlier responses by the State Board of Education and the State Board of Community Colleges as well as the Employment Security Commission (ESC), The Council believes that these recommendations need further attention. In making this statement, The Council is aware, for example, of the

action of the ESC in issuing "UI [Unemployment Insurance] Bulletin No. 18(86)" effective July 1, 1986 that addressed, in part, Recommendations I and II. The Council also is aware that the 1987 General Assembly established a "Worker Training Trust Study Commission" (House Bill 22, Chapter 17). This Study Commission is required to address some of the issues raised in the aforementioned Council Report; namely, to study and document the needs of displaced and dislocated workers for education and training; to recommend viable training programs directed toward enhancing the employability of workers; and to study and document the needs for school-to-work transition activities and programs. However, recent evidence about the layoff of 3,300 workers by the American Telephone and Telegraph Company in Winston-Salem caused The Council to reissue its earlier recommendations. An article from the News and Observer, January 22, 1988, titled "Layoffs are part of AT&T's move to modernize," is attached for reference. In view of the recent evidence in this newspaper article and further based on the earlier mentioned Report, **THE COUNCIL RECOMMENDS THAT THE STATE BOARD OF EDUCATION, THE STATE BOARD OF COMMUNITY COLLEGES, AND THE EMPLOYMENT SECURITY COMMISSION OF THE NORTH CAROLINA DEPARTMENT OF COMMERCE ACT AFFIRMATIVELY ON THE RECOMMENDATIONS** of this paper.

Layoffs are part of AT&T's move to modernize

By KIM R. KENNESON
Staff Writer

American Telephone & Telegraph Co.'s decision to close its 3,300-employee plant in Winston-Salem was reached only recently. But forces shaping that decision, announced Thursday, evolved over several years as advances in technology and increased competition changed the company's business.

"This decision fits into the company's strategy for resizing and becoming more competitive," said analyst Suzanne Brennan of Northern Business Information, a New York research firm. "The strategy made it such that AT&T's technology exceeded its manufacturing capacity."

AT&T will close its N.C. Works plant over four years, with the first layoffs starting within 90 days. Some workers could be transferred to other plants, including those in Oklahoma and Massachusetts, where some of the Winston-Salem production will be relocated. The layoffs affect 800 management workers and more than 2,400 hourly workers, with a total annual payroll of $120 million.

Analysts generally have applauded AT&T's plan to improve operations by trimming payroll and improving technology. The company's earnings have grown steadily since 1984, when AT&T was divested of its local Bell operating companies.

The breakup forced AT&T to become more competitive as it struggled against smaller and more nimble companies chipping away at its business. To respond, the mammoth company beefed up its technology, enabling it to use fewer parts and in turn fewer people to make its products.

For example, the Winston-Salem plant makes equipment to transmit 24,000 phone conversations on a hair-thin pair of optical wires.

In Winston-Salem, where AT&T makes transmission equipment sold to other telephone companies, the strategy to improve manufacturing technology initially meant millions of dollars were spent to upgrade the plant. But as AT&T further developed manufacturing technology, excess plant capacity became a problem.

"As manufacturing technology became more sophisticated, companies needed more productivity, but required less facilities," said AT&T spokesman Wilma Matthews. "Excess capacity is a concern throughout."

In late 1986, AT&T set up a $3.2 billion reserve to cover retirement and severance costs associated with laying off thousands of employees. To begin cutbacks, AT&T laid off 27,000 workers last year. The Winston-Salem plant is the first cutback announced this year. Expenses for the move will be covered by the reserve.

"If we are to remain viable and competitive in our world economy, we had to make hard decisions," said Kenneth O. Raschke, manufacturing vice president in Winston-Salem. He learned of the company's decision to close the plant only one day before he told workers.

"All I knew was that studies were going on," he said. "I knew [excess] plant capacity was an issue."

Raschke declined to disclose the plant's sales or its capacity.

But analysts said sales of AT&T's transmission equipment and circuit boards, such as those made in Winston-Salem, had fallen dramatically in recent years. In 1985, the company controlled 56 percent of the $4.8 billion transmission market. The next year, its share dropped to 45 percent, while sales rose to $4.9 billion, said analyst Michael Miller of Northern Business Information.

Miller blamed AT&T's troubles in the transmission business on its slowness in bringing products to the market. When it did introduce products, they usually were priced higher than competitors' products, he said.

"They set prices high because the company was a utility and it was accustomed to being regulated," Miller said. "The whole corporate culture at AT&T said, 'Bring customers the best possible product even if not all the functions [on the product] were required by the customer.' "

He said other competitors made products with fewer functions and at a lower cost, yet closer to what the customer demanded.

At least one business leader in Winston-Salem blamed the plant closing on what he called shortsighted policies of the federal government. John G. Medlin Jr., chairman of First Wachovia Corp., said U.S. trade and antitrust policies weakened companies' ability to compete with foreign manufacturers. "There is a direct relationship between economic trends over the past few years and corporate restructuring that has put a lot of people out of work," the banker said. "With the break-up of AT&T, one has to stop and think if that was a good idea."

3,300-job cutback may be state's largest

AT&T's announcement Wednesday that it would close its manufacturing plant in Winston-Salem, eliminating 3,300 jobs, may go down in the record books.

"I can't recall any other announcement of that order," said Gregory B. Sampson, research director for the Employment Security Commission of North Carolina.

Sampson said other companies probably have let go more workers gradually over a period of years, although the state doesn't keep such figures.

"I would imagine in the textile industry over time there have been much larger layoffs," Sampson said. AT&T's Winston-Salem workers are expected to leave their jobs over the next three to four years.

The state also doesn't rank the largest single layoffs, but here are some that have been reported in recent years:

- One of the biggest series of cutbacks recently was by RJR Tobacco Co., which dropped almost 3,400 workers, mostly through early retirement. It cut 2,317 workers last year and another 1,064 in 1983.
- The biggest recent layoffs in Raleigh were by ITT Telecom Products Corp., now Alcatel Network Systems, which eliminated 2,000 workers over two and a half years. Its biggest single announcement was 1,200 workers in February 1986.
- Fiber Industries in Shelby terminated about 1,560 workers during 1981 and 1982 after pulling out of the textured yarn business.
- N.A.P Consumer Electronics Corp. closed its Sylvania plant in Smithfield in 1982, putting 1,123 people out of work.
- McLean Trucking Co. eliminated 1,100 jobs in Winston-Salem in early 1986 after suddenly going out of business.
- American Tobacco cut 1,000 workers in Durham in 1986, although news reports show that about 275 of those later transferred to Reidsville.
- AT&T has also had other major layoffs. A spokesman said the company had cut back another 2,000 jobs in the past four years, for a total of at least 5,300.

— ANNE CARTER

SECTION 20

How can a mission be accomplished without first being defined?

THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION RECOMMENDS THAT THE STATE BOARD OF EDUCATION (SBE) ADOPT THE FOLLOWING AS ITS "MISSION STATEMENT" AND PETITION THE GENERAL ASSEMBLY TO ENACT IT:

The Mission of the State Board of Education is to Provide Overall Policy Direction to Local Boards of Education to the End of Creating a Comprehensive Public School System That Graduates Good Citizens With Skills Demanded in the Marketplace and the Skills Necessary to Cope With Contemporary Society, Using Federal, State, Local, and Other Funds in the Most Cost-Effective Manner.

Adopted February 19, 1988

A "Mission Statement" is a key element for many well-known and successful corporations, organizations, and agencies. Yet, the SBE has not adopted its "Mission Statement." The State Advisory Council on Vocational Education, hereinafter called "The Council," believes that the SBE - and the public schools which receive policy and fiscal directions from the SBE - would function more effectively if a "Mission Statement" was publicly expressed so everyone would be aware of it.

The aforementioned "Mission Statement" is recommended by The Council. This "Mission Statement" closely parallels a 1984 action by the General Assembly when the "educational reform" legislation was passed. Language in that legislative enactment (House Bill 1567, Chapter 1103) declared that:

> It is the policy of the State of North Carolina to create a public school system that graduates good citizens with the skills demanded in the marketplace, and the skills necessary to cope with contemporary society, using state, local and other funds in the most cost-effective manner.

This legislation, however, was not subsequently incorporated as a part of the Public School Code. Thus, The Council now recommends a "Mission Statement" for

the SBE, and that the SBE petition the General Assembly to enact the "Mission Statement" and to make it a part of the General Statutes, utilizing the earlier 1984 legislative policy mission as the model.

This proposed "Mission Statement" should compliment the Basic Education Program (BEP) by assuring the public of the overall efforts of the BEP and by providing an overall goal for the SBE. Moreover, the adoption of the foregoing "Mission Statement" by the SBE should strengthen the efforts of the board to the end of assisting the SBE with its prime constitutional duty to "... supervise and administer the free public school system and the educational funds provided for its support ... (North Carolina Constitution, Article IX, Sec. 5). As importantly, the proposed "Mission Statement" would also compliment one of the State Constitution's "Declaration of Rights;" namely, that: "The people have a right to the privilege of education, and it is the duty of the state to guard and maintain that right" (Sec. 15).

On January 7, 1988, a new Chairman of the SBE, Howard Haworth, was elected by the members of the board. One of his first reported statements was that the SBE should "... carve out a strong statement on who we are and what we stand for" (News and Observer, January 8, 1988, p. 18c). The Council agrees by recommending a "Mission Statement" as a response to the newly elected chairman. Such a recommendation is consistent with one of duties of The Council as assigned by the Congress, to "... advise the State Board and make reports to the Governor, the business community, and the general public of the State, concerning — (A) policies the State should pursue to strengthen vocational education ..." (P.L. 98-524, as amended, Sec. 112 (d)(3)).

Therefore, the Governor, the business community, and the general public are requested by The Council to endorse the recommendation THAT THE STATE BOARD OF EDUCATION (SBE) ADOPT THE FOLLOWING AS ITS "MISSION STATEMENT" AND PETITION THE

GENERAL ASSEMBLY TO ENACT IT:

The Mission of the State Board of Education is to Provide Overall Policy Direction to Local Boards of Education to the End of Creating a Comprehensive Public School System That Graduates Good Citizens With Skills Demanded in the Marketplace and the Skills Necessary to Cope With Contemporary Society, Using Federal, State, Local, and Other Funds in the Most Cost-Effective Manner.

SECTION 21

"A person cannot serve two Masters!"

THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION RECOMMENDS THAT THE NORTH CAROLINA ASSOCIATION OF COMMUNITY COLLEGE TRUSTEES PETITION THE GENERAL ASSEMBLY TO STRIKE FROM G.S. 115D-20(1) THE FOLLOWING: "such election to be subject to the approval of the State Board of Community Colleges." AND TO SUBSTITUTE IN ITS PLACE THE FOLLOWING:

> such person to be compensated with state funds according to a "Salary Schedule for Institutional Presidents," which shall be adopted by the State Board of Community Colleges, and reviewed annually, and which takes into account the student enrollment size of the institution, the earned degree or degrees held by the institutional president, and the number of years of experience in employment; with any education or education-related experience counting on the pay scale on a ratio of one year of experience equaling one year for pay purposes, but with nonrelated educational experience counting on the pay scale on a ratio of two years of experience as one year for pay. No state agency, board, or individual shall have any jurisdiction over the establishment of the salary of a institutional president other than that prescribed herein. Notwithstanding this provision, any local board of trustees may enter into an agreement with an institution's president to supplement the state salary utilizing nonstate funds.

FURTHER, THE COUNCIL RECOMMENDS THAT THE STATE BOARD OF COMMUNITY COLLEGES SUPPORT THE EFFORTS OF THE ASSOCIATION OF COMMUNITY COLLEGE TRUSTEES TO ACHIEVE THIS END.

Adopted February 19, 1988

A person cannot serve two Masters! This is a paraphrase of a well-known admonition from the Bible. Yet, local presidents of community college institutions have been and are being asked to ignore this longstanding admonition.

Currently, the General Statutes grant certain powers and duties to local boards of trustees. Among the "powers and duties of trustees" is the requirement of G.S. 115D-20(1) that the local board of trustees is:

> To elect a president or chief administrative officer of the institution for such term and under such conditions as the trustees may fix, such election to be subject to the approval of the State Board of Community Colleges (underlining for emphasis).

However, regarding the state compensation of a institutional president, the

current policy of the State Board of Community Colleges (SBCC) provides substantial authority over the state salary schedule of all community college presidents by the State President. Authority over the level of the starting pay of a beginning president by the State President is especially strong, specifically in determining the years of experience of nonrelated community colleges experience. Subsequently, an "evaluation board" may be involved in "extraordinary cases" in determining the beginning pay rate (see Attachment I, item 2D.0101(a); (d); and (e)). As significant as is the overall control of the SBCC in regard to a salary schedule for institutional presidents, the SBCC has the equally significant authority to modify and/or delete qualifications for being a president of a community college. Indeed in recent times, the SBCC has, in fact, reduced the value of "earned degrees," as a factor in salary determination as well as salary expansion. (For a comparison of the salary schedule that was in use effective July 1, 1983, see Attachment II. See also the current salary schedule for institutional presidents on Attachment III. The policies of the SBCC on this matter are shown on Attachment I.)

There are 754 members of local boards of trustees in the state or 13 members for each of the fifty-eight community college institutions. There are actually 696 voting members, as the local student government representative is a nonvoting members (G.S. 115D-12). These local board members comprise the North Carolina Association of Community College Trustees. In the last two sessions of the General Assembly, direct attention has been given to upgrading and strengthening the local boards of trustees. From the point of view of the State Advisory Council on Vocational Education, hereinafter called "The Council," this attention by the General Assembly has been warranted. However, The Council believes the local board of trustees' "powers and duties" should be enhanced, as the recommendation of this paper proposes. Community college trustees cannot

take charge unless they are granted the necessary power to act; and a local president will not know to whom to look to "butter his/her bread" unless the local board of trustees is assured that there is a salary schedule upon which it can base a contract and based on a "Salary Table" that cannot be modified by the SBCC (or interpreted by the Department of Community College officials) unless it meets the legislative criteria. Hence, the recommendation of this paper.

Some may argue that the members of a local board of trustees need more training if they are going to have the final control over the employment of an institutional president. A recent paper (distributed to members of the State Board of Community Colleges on October 29, 1987) entitled "Participation and Content In Community and Technical College Board Meetings," by Eugene R. Watson of the University of North Carolina at Chapel Hill and Linda C. Winner of the University of Virginia, Charlottesville (parenthetically, Linda Winner wrote a Doctoral Dissertation in 1986 entitled Trusteeship in North Carolina Postsecondary Education: A Study of Governing Board Members' Perceptions Regarding Information, Role Satisfactions, and Effectiveness), reinforces the need for training of local boards of trustees, which The Council also endorses. Training for local trustees is underway and it should prove useful to them. However, in the case of the North Carolina Association of Community College Trustees, The Council believes the Association needs to act to demonstrate to the General Assembly that it is interested in strengthening its functions as a representative of the local boards of trustees. The Council believes that one of the central issues that should be promoted by the Trustees Association is the recommendation of this paper.

The Council is charged by federal law to "... advise ... the business community, and the general public of the state concerning – (A) policies the state should pursue to strengthen vocational education ..." (P.L. 98-524, as amended,

Sec. 112(d)(2)). Because the "Trustee Association Regions" are identified in G.S. 115-62 and because members of the Trustees Association are representatives of the business community as well as representatives of the general public, and because each community college president is to provide overall direction of an institution, and further because the "major" effort of each and every institution is to offer vocational/technical education and because The Council has spoken to the recommendation of the paper before without any definitive results (which was approved by The Council in February 1987 based on advice from a former State President of the Community College System, who has been also a president of two of the fifty-eight community college institutions in the state), and further because the General Assembly earlier removed from the state statutes a provision that local superintendents of public schools had to be approved for employment by the State Board of Education, now:

THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION RECOMMENDS THAT THE NORTH CAROLINA ASSOCIATION OF COMMUNITY COLLEGE TRUSTEES PETITION THE GENERAL ASSEMBLY TO STRIKE FROM G.S. 115D-20(1) THE FOLLOWING: "such election to be subject to the approval of the State Board of Community Colleges." AND TO SUBSTITUTE IN ITS PLACE THE FOLLOWING:

> such person to be compensated with state funds according to a "Salary Schedule for Institutional Presidents," which shall be adopted by the State Board of Community Colleges, and reviewed annually, and which takes into account the student enrollment size of the institution, the earned degree or degrees held by the institutional president, and the number of years of experience in employment; with any education or education-related experience counting on the pay scale on a ratio of one year of experience equaling one year for pay purposes, but with nonrelated educational experience counting on the pay scale on a ratio of two years of experience as one year for pay. No state agency, board, or individual shall have any jurisdiction over the establishment of the salary of a institutional president other than that prescribed herein. Notwithstanding this provision, any local board of trustees may enter into an agreement with an institution's president to supplement the state salary utilizing nonstate funds.

FURTHER, THE COUNCIL RECOMMENDS THAT THE STATE BOARD OF COMMUNITY COLLEGES SUPPORT THE EFFORTS OF THE ASSOCIATION OF COMMUNITY COLLEGE TRUSTEES TO ACHIEVE THIS END.

SUBCHAPTER 2D - INSTITUTIONS; FISCAL AFFAIRS

Editor's Note: Upon review by our staff of the history files for this Subchapter, we have discovered that numbering errors in filing during 1976 and 1977 have resulted in improper publications in the Code. Upon request for certified copies of rules within this Section, only the correct rule will be certified and, in order to insure clarification, all related materials and forms will be attached.

SECTION .0100 - SALARIES

.0101 ESTABLISHING PAY RATES

(a) The monthly and annual salaries or hourly rates of pay from state funds for full-time and part-time personnel in institutions shall be established by the president of the institution with the approval of the board of trustees of the institution within the line item budget approved for the institution by the State Board and in accordance with the regulations approved by the State Board, except that the state funded portion salary of the president of an institution shall be approved by the State President in accordance with the state salary schedule. Salary increases shall be granted annually or upon promotion to a higher position. Legislative increases shall be granted according to requirements set forth by the General Assembly. The State Board shall adopt a minimum and maximum amount of state funds which may be paid to any individual working in an institution. In lieu of a salary table, the minimum and maximum amounts shall be based on the lowest and highest amounts used in the 1980-81 fiscal year and will be increased in subsequent years based on actions of the General Assembly. Individuals shall be paid between the minimum and maximum amounts at a level determined by the salary-approving authority at the local institution.

(b) All hourly, monthly, and annual salaries for full-time or part-time personnel shall be certified by the president of the institution and reported to the department.

(c) Administrative procedures, forms, and regulations for the implementation of the above policies shall be developed by the department.

(d) The State President shall determine, based on the following criteria, the proper placement of newly-hired presidents on the state salary schedule. Extraordinary cases which cannot be determined based on these criteria shall be submitted to an evaluation board consisting of a trustee, a president, and a State Board member for determination of placement; but in no case may this placement be above step three for that size institution. The evaluation board shall be appointed by the State President.

(e) Presidents' salaries are established according to institutional size and years of acceptable experience of the individual:

(1) New presidents without administrative experience shall be placed on step zero.

(2) Salary increments shall be allowed on the State Salary Schedule for Presidents in the Community College System based on full-time administrative services for the following categories:

(A) Increments for prior experience as a president in the North Carolina Community College System or other in-state or out-of-state post-secondary institution shall be allowed on a year-for-year basis.

(B) Public school superintendents and first line administrators of post-secondary institutions may be given increment experience on the Presidents' Salary Schedule of one increment for five or more years of such experience. Furthermore, when applicable, first-line administrators from within the North Carolina Community College System may be placed on the Salary Schedule for Presidents at the next higher step based on his current salary paid from state funds.

History Note: Statutory Authority G.S. 115D-5; 115D-54;
Eff. February 1, 1976;
Amended Eff. July 1, 1984; August 1, 1981, July 1, 1981; September 30, 1977.

FISCAL YEAR 1983-84
STATE SALARY SCHEDULE FOR PRESIDENTS
IN THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

Attachment II
July 1983

Effective July 1, 1983

Institution Size	Degree Held	0	1	2	3	4	5	6	7	8	9
III 3001 FTE and up	D	2,561 30,732	2,685 32,220	2,816 33,792	2,955 35,460	3,100 37,200	3,251 39,012	3,413 40,956	3,574 42,888	3,739 44,868	3,926 47,112
	M	2,325 27,900	2,441 29,292	2,561 30,732	2,685 32,220	2,816 33,792	2,955 35,460	3,100 37,200	3,251 39,012	3,422 41,064	3,593 43,116
II 1001 - 3000 FTE	D	2,441 29,292	2,561 30,732	2,685 32,220	2,816 33,792	2,955 35,460	3,100 37,200	3,251 39,012	3,412 40,944	3,575 42,900	3,754 45,048
	M	2,220 26,640	2,325 27,900	2,441 29,292	2,561 30,732	2,685 32,220	2,816 33,792	2,955 35,460	3,115 37,380	3,279 39,348	3,443 41,316
I 0 - 1000 FTE	D	2,325 27,900	2,441 29,292	2,561 30,732	2,685 32,220	2,816 33,792	2,955 35,460	3,100 37,200	3,251 39,012	3,422 41,064	3,593 43,116
	M	2,117 25,404	2,220 26,640	2,325 27,900	2,441 29,292	2,561 30,732	2,685 32,220	2,816 33,792	2,978 35,736	3,141 37,692	3,298 39,576
	Less Than M	1,925 23,100	2,016 24,192	2,117 25,404	2,220 26,640	2,325 27,900	2,441 29,292	2,561 30,732	2,719 32,628	2,881 34,572	3,025 36,300

Attachment III

LLM/mwf

STATE BOARD OF COMMUNITY COLLEGES

PRESIDENTS' SALARY SCHEDULE

Effective July 1, 1987

FY 1987-88

		Steps/Experience										
	FTE	0	1	2	3	4	5	6	7	8	9	10
		3749	3932	4116	4308	4512	4724	4949	5183	5430	5689	5959
I	0-1499	44988	47184	49392	51696	54144	56688	59388	62196	65160	68268	71508
		3932	4116	4308	4512	4724	4949	5183	5430	5689	5959	6244
II	1500-2999	47184	49392	51696	54144	56688	59388	62196	65160	68268	71508	74928
		4116	4308	4512	4724	4949	5183	5430	5689	5959	6244	6545
III	3000-4499	49392	51696	54144	56688	59388	62196	65160	68268	71508	74928	78540
		4308	4512	4724	4949	5183	5430	5689	5959	6244	6545	6871
IV	4500-UP	51696	54144	56688	59388	62196	65160	68268	71508	74928	78540	82452

SECTION 22

The State Board of Community Colleges should serve as strong guidance.

THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION RECOMMENDS TO THE STATE BOARD OF COMMUNITY COLLEGES (SBCC) THAT A BROCHURE (including a description of the role and functions of the SBCC along with a photograph and narrative about each member) BE DEVELOPED AND WIDELY DISTRIBUTED, ESPECIALLY TO MEMBERS OF LOCAL BOARDS OF TRUSTEES

Adopted February 19, 1988

The State Board of Community Colleges (SBCC) has a vital role to fulfill in the education, training, and economic development efforts of this state. Without that role being fulfilled, it is likely that another board or agency would be required to perform these tasks. However, the essential role of the SBCC is to provide overall policy and fiscal directions to the community college system. Each local board of trustees takes its cue from the actions of the SBCC that largely reflect the enactments of the General Assembly and the United States Congress.

The fifty-eight (58) institutions comprising the community college system are provided daily operational oversight by the 754 members of the local boards of trustees. (There are actually 696 voting members, as the local student government representative, who is a member of the local board of trustees by virtue of state law, is a nonvoting member.) The duties of a local board of trustees are set out in state statutes. The state statutes, however, grant to the SBCC broad and plenary powers over the operations of local boards of trustees, not inconsistent with state or federal law.

In May 1986, the Research Triangle Institute (RTI), in a report entitled: The North Carolina Community College Study: MISSION, ENROLLMENT AND STAFFING PATTERNS, FUNDING PROCEDURES, AND ADMINISTRATION AND GOVERNANCE, and developed for the SBCC because of a General Assembly mandate, revealed, among other findings, that:

- We conclude that the System needs a strong and centralized governance authority, and that the State Board represents this prospect and has made good progress toward its attainment. Yet, the Board needs to be strengthened. This can be achieved through its own deliberations and actions, ..., by the nature of its interactions with the local boards ... (p. 130).

Notwithstanding the admonition of the RTI report to the SBCC, little attention has been given to strengthening this board. One way to strengthen the SBCC is by highlighting the role and responsibilities of the board. The Department of Community Colleges has made substantial efforts to inform the public about the actions of the SBCC as well as providing information about the community college system. The Board (now seven [7] years old) began to function legally on January 1, 1981, and, as far as can be ascertained, it has never had a brochure developed about its role and functions including a photograph and narrative about each of the twenty (20) members. Both the State Board of Education and the Board of Governors of The University of North Carolina have developed brochures similar to the recommendation of this paper. Now it is time to develop a brochure about the SBCC.

The Council is charged by federal law with providing advice to the SBCC as well as to the business community and the general public about matters that would improve vocational and technical education. Because the members of the SBCC represent the business community, in large measure, as well as representing the general public, and because "The major purpose of each and every [community college] institution ... shall be and shall continue to be the offering of vocational and technical education and training ...," (G.S. 115D-1):

THE COUNCIL RECOMMENDS TO THE STATE BOARD OF COMMUNITY COLLEGES (SBCC) THAT A BROCHURE (including a description of the role and functions of the SBCC along with a photograph and narrative about each member) BE DEVELOPED AND WIDELY DISTRIBUTED, ESPECIALLY TO MEMBERS OF LOCAL BOARDS OF TRUSTEES.

SECTION 23

"We should use federal funds to enlarge and embellish the vocational education effort that originates with the North Carolina vocational education policy!"

THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION RECOMMENDS THAT THE STATE BOARD OF EDUCATION DEVELOP AN AGREEMENT (a contract, if necessary) WITH THE NORTH CAROLINA SCHOOL BOARDS ASSOCIATION (NCSBA) TO THE END THAT DURING THE NEXT DISTRICT MEETINGS CONDUCTED BY THE NCSBA THAT APPROPRIATE STAFF OF THE DEPARTMENT OF PUBLIC EDUCATION WOULD BE SCHEDULED TO MAKE A PRESENTATION ON "VOCATIONAL EDUCATION'S NEW FINANCIAL AND PROGRAMMATIC THRUSTS FOR THE PUBLIC SCHOOLS"

Adopted February 19, 1988

In 1976, the State Advisory Council on Vocational Education, hereinafter called "The Council," recommended to the State Board of Education (SBE) that an "Overall Statewide Policy on Vocational Education" be developed. Notwithstanding the lack of action on the part of the SBE, the 1977 General Assembly enacted the state's legislative policy for secondary vocational education offered in the public schools. (A legislation policy for vocational education already existed for the community college system, being enacted by the General Assembly in 1963. At this time, the community colleges were under the jurisdiction of the SBE, too.)

An article entitled the "NC Vocational Education Statute's 10th Anniversary" is published in the December 1987 VOICE, a magazine published by the North Carolina School Boards Association (NCSBA). Other articles in this issue about vocational education include: "Article 10 Channeled State Commitment to Vocational Education," and "Employers Give Former Vocational Education Students High Ratings" as well as an article titled "Vocational Education Makes Lasting Impact on College-Bound Students." These articles are concise and informative. The NCSBA and the newly named public information specialist in the Division of Vocational Education, Rhonda Wooldridge who wrote these articles, are to be commended for their efforts in "getting the word out" about vocational education's efforts in the public secondary schools. Notwithstanding these good efforts,

more needs to be done. That is the reason for The Council's recommendation in this paper.

Even though the legislative policy for secondary vocational education was established in 1977, it was not until 1987 that the General Assembly provided "full-funding" for the salary of all regular vocational education teachers; the last installment has been appropriated by the General Assembly to be funded during the 1988-89 fiscal year. No longer will local school boards be compelled to seek the needed "matching funds" from county commissioners in order to pay for a regular vocational education teacher's salary. A regular vocational education teacher's salary is "fully" provided by the state, using state funds.

What was called for by The Council, as long ago as 1977 in its report entitled A CALL FOR POLICY, is finally being fulfilled:

> THAT VOCATIONAL EDUCATION IS A STATE FUNCTION AND THAT AS A VITAL STATE FUNCTION IT IS TO BE FULLY FINANCED AND OPERATED AS AN INTEGRAL PART OF OUR EDUCATIONAL SYSTEM. We should use federal funds to enlarge and embellish the vocational education effort that originates with the North Carolina vocational education policy!

While it has taken the State (with appropriate actions by the General Assembly) over a decade to achieve The Council's goal, the U.S. Congress responded in 1984 with the passage of the Carl D. Perkins Vocational Education Act, P.L. 98-524, as amended.

Now it is time to make local school board members more aware of these events and to remind them of vocational education's new financial and programmatic thrusts. Some of these new thrusts are:

- As mentioned earlier, "full funding" of the salary of all regular vocational education teachers.
- Vocational programs are to be taught beginning in grade six, by action of the 1987 General Assembly.

- The prior "local matching funds" for vocational education may be used for school construction (see: Improving School Facilities, a source book for implementation of the School Facilities Finance Act of the 1987 Session of the North Carolina General Assembly).

- Federal vocational education funds are to be used to extend and expand programs rather than "maintain" programs, with special emphasis for the disadvantaged and the handicapped student.

- New program thrusts have been proposed by the Vocational Education Study, 1986, a report prepared for the Joint Legislative Commission on Governmental Operations of the North Carolina General Assembly.

- New programs thrusts have been proposed in The Education of North Carolina's Teachers, a report to the 1987 General Assembly, by the Task Force on the Preparation of Teachers and adopted by the Board of Governors of the University of North Carolina, may have a significant impact on teacher preparation in general and vocational teacher education in particular.

- The "Standards for Approval of Vocational Education Program" have been continued by the 1987 General Assembly, with the enactment of HB 1514 (Sec. 185). These "Standards" are to be continued through the 1987-89 fiscal years. These are the same "Standards" that were in effect during the 1985-87 fiscal years.

Based upon these financial and programmatic thrusts that should have a direct impact on vocational education, and based upon the fact that local boards of education are legally responsible for the implementation of vocational education programs, services, and activities, THE COUNCIL RECOMMENDS THAT THE STATE BOARD OF EDUCATION DEVELOP AN AGREEMENT (a contract, if necessary) WITH THE NORTH CAROLINA SCHOOL BOARDS ASSOCIATION (NCSBA) TO THE END THAT DURING THE NEXT DISTRICT MEETINGS CONDUCTED BY THE NCSBA THAT APPROPRIATE STAFF OF THE DEPARTMENT OF PUBLIC EDUCATION WOULD BE SCHEDULED TO MAKE A PRESENTATION ON "VOCATIONAL EDUCATION'S NEW FINANCIAL AND PROGRAMMATIC THRUSTS FOR THE PUBLIC SCHOOLS".

SECTION 24

People need to be "aware of where the funds for building the community college system have come from."

THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION RECOMMENDS THAT THE STATE BOARD OF COMMUNITY COLLEGES REQUEST THE STATE PRESIDENT TO CAUSE TO BE UPDATED AND MAINTAINED, AT LEAST YEARLY, THE ATTACHED CHART (or one similar) ENTITLED: "Community College System Capital Funds, 1970-1987" AND TO SHARE THE CHART WIDELY, ESPECIALLY TO LOCAL BOARDS OF TRUSTEES, COUNTY COMMISSIONERS, STATE LEGISLATORS, AND THE NORTH CAROLINA CONGRESSIONAL DELEGATION

Adopted February 19, 1988

One of the duties of the State Advisory Council on Vocational Education, hereinafter called "The Council," is to analyze and report on the distribution of spending for vocational education in the state. In a 1983 report entitled WHO PAID FOR BUILDING THE INSTITUTIONS OF THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM?, The Council demonstrated the importance of federal funds, including federal vocational education funds, to the development of the community college system in regard to construction funds.

It is important to keep local boards of trustees as well as the general public and the county commissioners, state legislators, and North Carolina's congressmen aware of where the funds for building the community college system have come from, especially regarding the participation rate by the federal, state and local governments, and to project the capital needs for the future. One of the ways to accomplish this objective is to utilize the attached Chart, modified by The Council from the aforementioned Report, using data provided by the Vice President of Finance in the Department of Community Colleges.

The Council is aware that the Department of Community Colleges maintains the attached Exhibit. It is the view of The Council that the attached Chart should accompany the attached exhibit so as to provide additional data to the public as well as to local boards of trustees, county commissioners, and federal and state legislators about the support the various levels of government have

provided to build the community college system in North Carolina. The Chart (and the exhibit[s] for each year available) also will likely assist the Department of Community Colleges (or a contractor) to conduct a "capital needs survey of all 58 colleges and necessary personnel to handle," which is a tentative "Capital Outlay" budget request to the General Assembly Session of 1988. Moreover, this tentative request of $1,200,000, which the State Board of Community Colleges reviewed at its January 1988 meeting, will likely be adopted at a subsequent meeting. The Council supports this request because it responds to a 1981 recommendation that The Council made to the State Board of Community Colleges that it:

"Determine the construction needs of community colleges."

The Council believes that its subsequent recommendation will provide a historical and a current prospective to the capital construction situation in the state in regard to community colleges. Accordingly, the following is recommended:

THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION RECOMMENDS THAT THE STATE BOARD OF COMMUNITY COLLEGES REQUEST THE STATE PRESIDENT TO CAUSE TO BE UPDATED AND MAINTAINED, AT LEAST YEARLY, THE ATTACHED CHART (or one similar) ENTITLED: "Community College System Capital Funds, 1970-1987" AND TO SHARE THE CHART WIDELY, ESPECIALLY TO LOCAL BOARDS OF TRUSTEES, COUNTY COMMISSIONERS, STATE LEGISLATORS, AND THE NORTH CAROLINA CONGRESSIONAL DELEGATION.

C H A R T
Community College System
Capital Funds, 1970 - 1987

YEAR	SOURCES OF FUNDS Local*	%	State	%	VO-ED** Federal	%	Other Federal	%	TOTAL
1970	34,041,574	49%	9,759,813	14%	5,093,276	7%	20,890,357	30%	69,785,020
1971	39,655,301	50%	9,809,813	12%	5,791,221	7%	25,327,967	31%	80,584,302
1972	48,564,744	51%	12,944,813	14%	7,143,485	7%	26,645,613	28%	95,298,655
1973	57,359,214	53%	12,959,813	12%	8,212,021	7%	29,971,850	28%	108,502,898
1974	79,180,599	54%	25,290,232	17%	8,307,470	6%	32,840,417	23%	145,618,718
1975	101,940,854	52%	42,715,107	22%	13,741,168	7%	36,133,950	19%	194,531,079
1976	111,450,973	53%	47,147,652	22%	16,239,451	7%	37,285,850	18%	212,123,928
1977	115,740,121	52%	47,916,969	22%	16,729,451	8%	40,430,450	18%	220,816,991
1978	126,040,880	53%	50,393,761	21%	17,717,377	7%	44,242,099	19%	238,394,117
1979	137,643,707	55%	50,735,847	20%	17,866,644	7%	44,875,831	18%	251,122,029
1980	141,601,825	54%	53,858,074	21%	17,866,644	7%	46,175,831	18%	259,502,374
1981	149,831,614	55%	57,294,722	21%	18,390,309	7%	48,275,831	17%	273,792,526
1982	158,725,516	56%	58,216,649	21%	18,390,309	6%	48,299,331	17%	283,631,805
1983	170,438,388	58%	58,341,649	20%	18,640,309	6%	48,370,478	16%	295,790,824
1984	185,731,588	59%	58,516,649	19%	18,640,309	6%	49,670,418	16%	312,558,964
1985	198,618,964	57%	79,299,092	23%	18,640,309	5%	50,420,418	15%	346,978,783
1986	220,291,853	56%	101,814,993	26%	18,640,309	5%	50,420,418	13%	391,167,573
1987	250,538,562	55%	139,414,606	30%	18,640,309	4%	51,120,418	11%	459,713,895

*Local funds include private donations.
**Federal Vocational Education Funds.

Exhibit

DEPARTMENT OF COMMUNITY COLLEGES
CAPITAL FUNDS EXPENDED OR OBLIGATED

6-30-87
PVA/fa

Institution	LOCAL Dollars	%	STATE Dollars	%	VO-ED Dollars	%	OTHER FEDERAL Dollars	%	TOTAL
Anson T.C.	$ 1,469,550	48	$ 1,367,500	44	$ 247,500	8	$ -0-	0	$ 3,084,550
Asheville-Buncombe T.C.	6,852,422	49	4,367,390	31	500,000	4	2,225,758	16	13,945,570
Beaufort County C.C.	1,906,715	44	777,582	18	500,000	11	1,181,064	27	4,365,361
Bladen T.C.	1,152,233	33	977,700	28	167,017	5	1,208,691	34	3,505,641
Blue Ridge T.C. (Henderson)	2,043,800	40	3,086,004	43	100,000	1	1,130,000	16	7,159,804
Brunswick T.C.	4,886,853	71	1,712,500	25	250,000	4	-0-	0	6,849,353
Caldwell C.C. & T.I.	4,546,386	62	850,000	11	500,000	7	1,463,566	20	7,359,952
Cape Fear T.I. (New Hanover)	4,652,717	72	1,261,206	20	500,000	8	-0-	0	6,413,923
Carteret T.C.	1,331,050	21	1,718,118	28	-0-	0	3,214,800	51	6,263,968
Catawba Valley T.C.	7,446,823	71	2,184,960	21	500,000	5	285,144	3	10,416,927
Central Carolina T.C. (Lee)	2,306,304	48	3,278,361	48	299,637	4	-0-	0	6,884,302
Central Piedmont C.C. (Mecklenburg)	17,254,241	57	9,233,982	30	-0-	0	4,088,079	13	30,576,302
Cleveland C.C.	5,147,948	68	2,239,404	29	247,500	3	-0-	0	7,634,852
Coastal Carolina C.C. (Onslow)	6,458,176	55	2,920,838	25	500,000	4	1,838,342	16	11,717,356
College of Albemarle (Pasquotank)	3,148,055	35	3,033,073	34	149,267	2	2,561,173	29	8,891,568
Craven C.C.	3,480,868	57	1,319,352	21	230,000	4	1,094,499	18	6,124,699
Davidson County C.C.	4,180,210	57	2,018,019	28	92,065	1	1,056,856	14	7,347,150
Durham T.C.C.	5,666,944	62	2,853,624	31	500,000	6	95,534	1	9,116,102
Edgecombe C.C.	3,351,516	51	2,552,535	39	482,500	8	139,000	2	6,525,551
Fayetteville T.I. (Cumberland)	6,619,803	50	5,365,274	40	500,000	4	874,369	6	13,359,446
Forsyth T.C.	7,117,412	61	3,009,428	26	500,000	4	1,000,000	9	11,626,840
Gaston College	6,075,541	58	2,908,392	27	500,000	5	1,060,887	10	10,544,820
Guilford T.C.C.	12,130,959	66	5,392,838	29	500,000	3	468,543	2	18,492,340
Halifax C.C.	1,781,385	37	1,528,442	31	500,000	10	1,050,000	22	4,859,827
Haywood T.C.	2,501,577	32	3,318,800	43	250,000	3	1,672,000	22	7,742,377
Isothermal C.C. (Rutherford)	4,071,142	49	2,598,000	32	500,000	6	1,063,118	13	8,232,260
James Sprunt C.C. (Duplin)	1,992,698	51	1,200,000	31	500,000	13	214,500	5	3,907,198
Johnston T.C.	4,160,838	49	3,014,396	36	500,000	6	731,000	9	8,406,234
Lenoir C.C.	3,259,708	48	2,016,366	29	500,000	7	1,087,439	16	6,863,513
Martin C.C.	2,207,651	52	1,664,240	39	300,000	7	100,000	2	4,271,891
Mayland T.C. (Mit, Avery, Yancey)	585,781	20	798,706	27	301,000	10	1,263,535	43	2,949,022
McDowell T.C.	2,298,885	51	1,170,755	26	204,636	5	785,000	18	4,459,276
Mitchell C.C. (Iredell)	4,172,307	73	1,000,000	18	500,000	9	-0-	0	5,672,307
Montgomery T.C.	1,389,322	50	1,382,022	50	-0-	0	-0-	0	2,771,344
Nash C.C.	3,263,730	52	2,275,000	37	500,000	8	202,000	3	6,240,730
Pamlico T.C.	284,163	18	259,864	16	-0-	0	1,036,000	66	1,580,027
Piedmont T.C.	2,938,289	49	3,059,172	51	-0-	0	-0-	0	5,997,461
Pitt C.C.	4,054,029	53	2,691,614	36	500,000	7	324,000	4	7,569,643
Randolph T.C.	4,353,240	68	1,824,451	29	217,101	3	-0-	0	6,394,792
Richmond C.C.	2,938,460	42	2,702,561	45	50,000	1	323,056	5	6,014,077
Roanoke-Chowan T.C. (Hertford)	2,301,885	42	2,000,000	36	-0-	0	1,200,000	22	5,501,885
Robeson T.C.	7,570,365	72	1,500,000	14	500,000	5	984,000	9	10,554,365
Rockingham C.C.	7,339,411	69	1,438,307	13	428,325	4	1,449,154	14	10,655,197
Rowan T.C.	4,100,456	70	1,459,706	25	330,096	5	-0-	0	5,890,258
Sampson T.C.	2,602,451	47	2,480,000	44	500,000	9	-0-	0	5,582,451
Sandhills C.C. (Moore)	7,271,400	64	3,105,308	28	-0-	0	889,366	8	11,266,074
Southeastern C.C. (Columbus)	1,790,336	35	2,092,703	41	-0-	0	1,259,064	24	5,142,103
Southwestern T.C. (Jackson)	2,480,609	25	5,767,949	59	523,665	5	1,109,479	11	9,881,902
Stanly T.C.	1,925,273	51	1,882,022	49	-0-	0	-0-	0	3,807,295
Surry C.C.	1,895,520	33	1,833,962	32	150,000	3	1,792,509	32	5,671,991
T.C. of Alamance	5,959,727	60	3,342,352	34	500,000	5	122,034	1	9,924,113
Tri-County C.C. (Cherokee)	826,969	22	1,901,468	50	25,000	1	1,015,200	27	3,768,637
Vance-Granville C.C.	3,174,579	40	2,600,000	32	500,000	6	1,730,000	22	8,004,579
Wake T.C.	12,625,001	80	2,621,494	16	500,000	3	128,800	1	15,875,295
Wayne C.C.	11,743,314	73	3,603,756	23	500,000	3	192,000	1	16,039,070
Western Piedmont C.C. (Burke)	2,008,000	28	2,700,000	38	500,000	7	1,937,985	27	7,145,985
Wilkes C.C.	3,810,010	57	675,000	10	500,000	7	1,757,874	26	6,742,884
Wilson County T.C.	3,833,345	63	1,478,110	24	95,000	1	715,000	12	6,121,455
TOTAL	$250,538,562	55	$139,414,606	30	$18,640,309	4	$51,120,418	11	$459,713,895

SECTION 25

What happens to all our funds anyway?

THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION RECOMMENDS THAT THE STATE BOARD OF EDUCATION (SBE) REQUEST THE CONTROLLER (1) TO INDICATE ON THE "BUDGET VERSUS EXPENDITURES" REPORT FOR THE END OF EACH STATE FISCAL YEAR ANY FEDERAL OR STATE FUNDS THAT ARE NOT REVERTING TO EITHER THE FEDERAL OR STATE TREASURIES AT THAT TIME, AND (2) TO PROVIDE A BRIEF NARRATIVE EXPLANATION ON ANY UNEXPENDED FUND ACCOUNT THAT EXCEEDS THREE (3%) PERCENT

Adopted February 19, 1988

The State Constitution requires that "The State Board of Education shall supervise and administer the free public school system and the educational funds provided for its support ..." (Article IX, Sec. 5). Supportive of this constitutional mandate is the state statute that declares "The Board shall appoint a controller ..." (G.S. 115C-27) to be responsible for "All matters pertaining to the budgeting, allocation, accounting, auditing, certification, and disbursing of public school funds, now or hereafter committed to the administration of the State Board of Education ..." (G.S. 115C-28).

The Controller of the State Board of Education (SBE) provided to the board, during its November 1987 meeting, a copy like the Attachment. It is the Controller's Report of "Summary of Budget Data, 1986-87" and the "Budget Versus Expenditures" for the period ending June 30, 1987. An analysis of this Attachment reveals, among other items, the "Budget," "Actual Expenditure," and "Unexpended Budget" for each budgeted item.

A review of the "Vocational Education Funds" (page 3) and other "Federal Funds" (page 4), as well as other fund accounts, indicates an "Unexpended Budget" as of June 30, 1987. It is not clear by reading the report, which, if any, of the state and federal funds would revert to the state and federal treasuries at that time. It would be useful for such a report to so indicate. Moreover, it would also be useful to know why certain funds were expended and why, for example, about $1.6 million of the federal vocational education funds for

disadvantaged students were not spent out of a budget of nearly $5.6 million. Moreover, it would be useful to know why a total of about $2.6 million of federal vocational education funds were not expended during the year out of a federal grant of about $17 million. As to the "Sex Equity" budget (Fund 1770, object 6319, page 3) nearly half of the funds were not expended during the year. Why? It should be reported, however, that the Controller did tell the SBE that these foregoing funds, and some others he verbally identified, would not revert at that time, but it would have been useful to have this stated on the "Report."

The State Advisory Council on Vocational Education is charged by federal law, among other duties, to analyze and report to the SBE on the distribution of spending for vocational education in the state. It appears as if a significant amount of federal and state funds are being distributed for vocational education purposes. However, the data indicates that the funds are not being fully expended during the first year of distribution.

In a 1984 study of the Public Funding for Education In North Carolina for a twenty (20) year period, 1962-63 to 1982-83, the State Advisory Council on Vocational Education found that: "The public school system shows expenditures at an average spending rate of 98.5 percent (FY 1963-1983)" (p.2). This means that for the twenty (20) year period studied that 1.5 percent of the overall appropriation was unexpended during the year of distribution. Based on this historical data of a 1.5 percent unexpended balance over a period of twenty (20) years, a three (3%) percent unexpended balance is indicated in the recommendation of this paper before an explanation is required. Moreover, based upon a charge of federal law to advise the State Board of Education on certain matters:

THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION RECOMMENDS THAT THE STATE BOARD OF EDUCATION (SBE) REQUEST THE CONTROLLER (1) TO INDICATE ON THE "BUDGET VERSUS EXPENDITURES" REPORT FOR THE END OF EACH STATE FISCAL YEAR ANY FEDERAL OR STATE FUNDS THAT ARE NOT REVERTING TO EITHER THE FEDERAL OR STATE TREASURIES AT THAT TIME, AND (2) TO PROVIDE A BRIEF NARRATIVE EXPLANATION ON ANY UNEXPENDED FUND ACCOUNT THAT EXCEEDS THREE (3%) PERCENT.

STATE BOARD OF EDUCATION
CONTROLLER'S REPORT
SUMMARY OF BUDGET DATA
1986-87
FOR THE PERIOD ENDING 6/30/87

I. POSITIONS ALLOTTED

POSITION TYPE	(1) BUDGETED POSITIONS	(2) CURRENT ALLOTMENT	(3) POSITION BALANCE
1. SUPERINTENDENTS	142.00	142.00	0.00
2. ASSISTANT SUPERINTENDENTS	200.38	200.80	(0.42)
3. SUPERVISORS	227.12	226.70	0.42
4. PRINCIPALS	1,957.00	1,941.00	16.00
5. TEACHERS (NOTE 1)	40,596.00	40,599.80	(3.80)
6. INSTRUCTIONAL SUPPORT	3,443.50	3,443.50	0.00
7. ASSISTANT PRINCIPALS	1,359.00	1,353.00	6.00
8. TEACHER ASSISTANTS	12,831.00	12,808.00	23.00
TOTAL	60,756.00	60,714.80	41.20

II. AVERAGE DAILY MEMBERSHIP	1985-86	1986-87
1. BEST 3 OF FIRST 4 MONTHS		
BUDGETED (NOTE 2)	1,089,386	1,090,876
ACTUAL	1,086,352	1,084,363
2. 10TH DAY MEMBERSHIP	1,085,907	1,084,762
3. FIRST MONTH	1,080,887	1,079,248
4. SECOND MONTH	1,084,375	1,082,226
5. THIRD MONTH	1,081,354	1,079,348
6. FOURTH MONTH	1,078,986	1,076,743
7. FIFTH MONTH	1,076,578	1,074,401
8. SIXTH MONTH	1,074,436	1,072,285
9. SEVENTH MONTH	1,071,490	1,069,433
10. EIGHTH MONTH	1,068,552	1,066,519
11. NINTH MONTH	1,064,857	1,062,557
12. FINAL	1,075,289	1,073,524

III. AVERAGE POSITION SALARY	1986-87 ALLOTMENT	1986-87 TWELFTH MONTH
1. SUPERINTENDENTS	$ 46,400	46,750
2. ASSISTANT SUPERINTENDENTS	41,325	43,000
3. SUPERVISORS	37,119	35,550
4. PRINCIPALS	38,365	37,950
5. TEACHERS	23,250	22,750
6. INSTRUCTIONAL SUPPORT	25,500	24,550
7. ASSISTANT PRINCIPALS	27,761	27,650

STATE BOARD OF EDUCATION
CONTROLLER'S REPORT
BUDGET VERSUS EXPENDITURES
FOR THE PERIOD ENDING 6/30/87

FUND	OBJECT	DESCRIPTION	BUDGET	ACTUAL EXPENDITURE	UNEXPENDED BUDGET
I.	STATE FUNDS				
1811	6601	SUPERINTENDENTS	$ 6,588,757	$ 6,651,301	$ (62,544)
	6602	ASSISTANT SUPERINTENDENTS	7,955,043	8,254,952	(299,909)
	6603	CLERICAL ASSISTANTS	25,825,598	25,659,505	166,093
	6616	FINANCE OFFICERS	2,771,400	2,662,671	108,729
	6626	GENERAL OFFICE EXPENSE	129,350	127,948	1,402
	6644	TESTING SUPPORT	75,000	57,464	17,536
	6692	TEXTBOOK COMM-CLERICAL ASSISTANCE	56,000	48,924	7,076
		SUB TOTAL	43,401,148	43,462,765	(61,617)
1812	6605	INSTRUCTIONAL SUPPORT (NOTE 3)	84,599,962	84,599,962	0
	6606	TEACHERS (NOTE 4)	935,142,699	935,142,699	0
	6607	PRINCIPALS	74,522,106	73,397,306	1,124,800
	6612	SUPERVISORS	8,648,891	7,898,537	750,354
	6613	ASSISTANT PRINCIPALS	37,727,388	36,773,779	953,609
	6614	SUBSTITUTE TEACHERS	14,394,390	14,394,390	0
	6620	MATH/SCIENCE EXTENDED EMPLOYMENT	3,034,446	2,076,197	958,249
	6621	MATH/SCIENCE/COMPUTER TEACHER	2,337,026	2,192,721	144,305
	6622	TEACHER ASSISTANTS	121,034,599	114,995,010	6,039,589
	6623	INSTRUCTIONAL SUPPLIES (NOTE 5)	19,308,051	19,846,423	(538,372)
	6641	TEACHER EFFECTIVENESS TRAINING	3,658,633	3,647,051	11,582
	6646	RECRUITING OFFICERS	102,300	97,048	5,252
	6681	ANNUAL LEAVE	4,824,560	4,824,560	0
		SUB TOTAL	1,309,335,051	1,299,885,683	9,449,368
1813	6608	CUSTODIANS	42,841,545	42,825,917	15,628
	6609	MAINTENANCE SUPERVISOR	4,047,050	4,034,912	12,138
	6626	OTHER COST-PLANT OPERATION (NOTE 5)	142,057	153,694	(11,637)
	6634	ENERGY COST-PLANT OPERATION (NOTE 5)	35,984,481	37,144,926	(1,160,445)
		SUB TOTAL	83,015,133	84,159,449	(1,144,316)
1815	6615	HOSPITALIZATION COSTS	51,866,695	51,586,955	280,740
	6618	RETIREMENT COSTS	155,763,921	154,532,305	1,231,616
	6619	SOCIAL SECURITY COSTS	100,845,005	100,845,005	0
	6664	LONGEVITY	27,404,849	27,404,848	1
		SUB TOTAL	335,880,470	334,368,113	1,512,357
1816	6610	BUS DRIVER'S-SALARIES	35,736,526	35,477,277	259,249
	6611	TRANSPORTATION PERSONNEL	22,302,070	20,482,787	1,819,283
	6624-26	GAS, TIRES,OTHER TRANSPORTATION	23,903,250	21,306,696	2,596,554
	6639	CONTRACT TRANSPORTATION	3,743,603	3,242,743	500,860
		SUB TOTAL	85,685,449	80,509,503	5,175,946

STATE BOARD OF EDUCATION
CONTROLLER'S REPORT
BUDGET VERSUS EXPENDITURES
FOR THE PERIOD ENDING 6/30/87

FUND	OBJECT	DESCRIPTION	BUDGET	ACTUAL EXPENDITURE	UNEXPENDED BUDGET
1817	6633	DROPOUT PREVENTION	$ 16,130,571	$ 15,647,822	$ 482,749
	6636	ALCOHOL & DRUG DEFENSE	250,000	238,918	11,082
	6637	OUTSIDE EVALUATOR	1,213,956	1,065,843	148,113
	6638	PRESCHOOL SCREENING	233,786	187,253	46,533
	6640	JOB PLACEMENT	4,352,474	4,204,407	148,067
	6642	SUMMER SCHOOL	14,120,263	7,196,834	6,923,429
	6643	SUMMER SCHOOL-PILOT PROJECT (NOTE 5)	224,095	301,423	(77,328)
	6655	CHILD NUTRITION SUPERVISION (NOTE 5)	10,320,426	10,334,024	(13,598)
	6657	DRIVER'S EDUCATION	23,934,477	22,002,332	1,932,145
	6659	STAFF DEVELOPMENT	4,418,392	4,357,166	61,226
	6664	DUTY FREE PERIOD	2,186,601	2,065,513	121,088
	6670	EXCEPTIONAL CHILDREN	164,463,215	163,107,549	1,355,666
	6671	WILLIE H. CLASS	3,289,406	2,659,874	629,532
	6672	REMEDIATION SUPPORT	10,094,634	9,667,361	427,273
	6673	HEALTH EDUCATION	1,476,019	1,458,035	17,984
	6675	COMMUNITY SCHOOLS	4,158,175	4,035,799	122,376
	6676	DEVELOPMENTAL DAY CARE	2,958,084	2,359,114	598,970
	6678	SPORTS MEDICINE	150,000	116,635	33,365
	6684	SCIENCE/MATH EQUIPMENT, K-12	5,262,297	5,146,970	115,327
	6685	COMPUTER LAB K-3	8,639,813	8,587,813	52,000
	6686	ED ECON SECURITY ACT	997,843	677,172	320,671
	6687	CAREER DEVELOPMENT	11,490,857	8,808,149	2,682,708
	6691	STAFF DEVELOPMENT-FINANCE OFFICERS	38,821	31,822	6,999
		SUB TOTAL	290,404,205	274,257,828	16,146,377
1710	6300	LIABILITY INSURANCE	69,840	53,397	16,443
		SUB TOTAL	69,840	53,397	16,443
		TOTAL STATE FUNDS	$ 2,147,791,296	$ 2,116,696,738	$ 31,094,558
II.	VOCATIONAL EDUCATION FUNDS				
1770	6301	MONTHS OF EMPLOYMENT STATE	75,380,449	74,370,126	1,010,323
	6303	SUBSTITUTE PAY	734,145	685,140	49,005
	6304	SOCIAL SECURITY	5,547,742	4,936,858	610,884
	6305	RETIREMENT	8,704,029	7,632,878	1,071,151
	6306	HOSPITALIZATION	3,494,208	3,128,860	365,348
	6311	NONMATCHING	7,773,132	7,531,545	241,587
	6316	HANDICAPPED	3,368,996	2,773,687	595,309
	6317	DISADVANTAGED	5,590,638	3,956,703	1,633,935
	6318	PROGRAM IMPROVEMENT	6,200,000	6,004,937	195,063
	6319	SEX EQUITY	888,663	478,220	410,443
	6320	LIMITED ENGLISH PROFICIENCY	61,405	23,732	37,673
	6347	LONGEVITY	1,603,118	1,603,118	0
	6395	STATE VOCATIONAL PILOT PROJECT	13,625,391	13,569,025	56,366
		TOTAL VOCATIONAL EDUCATION	$ 132,971,916	$ 126,694,829	$ 6,277,087

STATE BOARD OF EDUCATION
CONTROLLER'S REPORT
BUDGET VERSUS EXPENDITURES
FOR THE PERIOD ENDING 6/30/87

FUND	OBJECT	DESCRIPTION	BUDGET	ACTUAL EXPENDITURE	UNEXPENDED BUDGET
III.	FEDERAL FUNDS				
1729	6300	TRANSITION/HANDICAPPED CHILDREN	$ 38,395	$ 26,614	$ 11,781
1741	6300	ECIA CHAPTER 1-LOW INCOME	89,344,461	75,002,311	14,342,150
1742	6300	ECIA CHAPTER 1-HANDICAPPED	1,989,765	1,544,254	445,511
1745	6300	ECIA CHAPTERI-MIGRANT-REGULAR	3,864,346	2,897,544	966,802
1746	6300	INDOCHINESE/TRANSITION	281,702	184,732	96,970
1763	6300	EHA VI-B-INCENTIVE	1,066,968	758,824	308,144
1764	6300	EHA VI-B-HANDICAPPED	34,703,151	28,611,722	6,091,429
1768	6300	ECIA CHAPTER 2-CONSOLIDATED	10,993,181	10,005,509	987,672
1792	6300	JTPA	1,314,991	792,751	522,240
		TOTAL FEDERAL FUNDS	$ 143,596,960	$ 119,824,261	$ 23,772,699

NOTES

NOTE 1: POSITIONS FOR REGIONAL TEACHER OF THE YEAR COULD NOT BE INCLUDED IN THE BUDGET RESULTING IN THE OVERDRAFT.

NOTE 2: INCLUDES THE BEST OF THE PRIOR YEAR ADM OR THE PROJECTED ADM FOR EACH UNIT.

NOTE 3: UNEXPENDED BUDGET HAS BEEN REDUCED TO SO TO PROVIDE ADDITIONAL FUNDING FOR JUNE 30TH EXPENDITURES FOR ANNUAL LEAVE TOTALLING APPROXIMATELY 3.2 MILLION DOLLARS.

NOTE 4: UNEXPENDED BUDGET HAS BEEN REDUCED TO SO TO PROVIDE ADDITIONAL FUNDING FOR JUNE 30TH EXPENDITURES FOR SUBSTITUTE TEACHERS AND LONGEVITY TOTALLING APPROXIMATELY 8.8 MILLION DOLLARS.

NOTE 5: OVEREXPENDITURE RESULTED FROM BOTH AUDIT EXCEPTIONS WHICH WILL BE REFUNDED FROM THE LOCAL UNITS AND THE FINANCE PILOT PROJECT WHICH ALLOWS OVEREXPENDITURES IN "INCLUDED" LINE ITEMS.

DIVISION OF BUDGET MANAGEMENT
OCTOBER 31, 1987
STA10687.WK1 & STA20687.WK1/PJO

SECTION 26

We need our money -- *now*.

THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION RECOMMENDS THAT THE STATE BOARD OF EDUCATION (SBE) REQUIRE ITS CONTROLLER TO FORWARD TO THE STATE BOARD OF COMMUNITY COLLEGES (SBCC) ALL OF THE AGREED UPON FEDERAL VOCATIONAL EDUCATION FUNDS AS SOON AS THE FUNDS BECOME AVAILABLE EACH FISCAL YEAR BASED UPON A SUBMISSION OF A REQUEST BY THE STATE PRESIDENT OF THE COMMUNITY COLLEGE SYSTEM THAT INDICATES THE USES OF THESE FUNDS AS APPROVED BY THE SBCC

Adopted February 19, 1988

The foregoing recommendation is the essence of a signed AGREEMENT by the chairs of the SBE and SBCC and their chief administrative officers and approved by the SBE and the SBCC to be effective from July 1, 1985 through June 30, 1988, (see Attachment I). As the facts below indicate; however, this Agreement is not being fully implemented, even though it is a part of the State Plan for Vocational Education, 1986-88 that has been approved by the SBE and the SBCC and by the U.S. Secretary of Education. The facts are as follows:

FACT #1. The SBE and the SBCC have agreed to a 2/3 secondary and 1/3 post-secondary distribution, respectively, from the federal vocational education funds. (See Attachment II for further information on this split as well as the Boards' action to the recommendation that the distribution percentage be changed.)

FACT #2. The total grant award from the U.S. Department of Education for the state in 1987-88 is $25,661,688, with $8,558,896 being the 1/3 amount for the community colleges.

FACT #3. As ATTACHMENT I indicates, the SBCC is to provide "... written documentation ..." for the funds (see paragraph three) to the "Controller's Office" of the SBE.

FACT #4. $8,181,627 has been provided to the SBCC (see Attachment III) but no "written documentation" to the "Controller's Office" has been provided except for $15,000 (see Attachment IV), and this "written documentation" was based on a telephone call to the State Director of Vocational Education from the Vice President of Finance in the Department of Community Colleges.

FACT #5. Attachment III shows that the budget for the SBCC was increased by $15,000 from August 19, 1987 to October 22, 1987. Attachment III also indicates that $181,139, for Title III, Part A: Community Based Organizations, is being administered by the SBE (see SBE Minutes, October 1, 1987, pp. 9-10; 12). These funds, however, have been awarded to community college institutions by the SBE even though these

funds should be administered by the SBCC. As commendable is it may be for the SBE to administer funds that have been agreed to as being for the SBCC, it should be understood that state law, G.S. 115D-3, states: "The Department of Community Colleges shall be a principal administrative department of State government under the direction of the State Board of Community Colleges, and shall be separate from the free public school system of the State and the Department of Public Instruction" (underlining for emphasis).

FACT #6. Excluding the $181,139 (in Fact #5), there is still a balance of $191,130 of federal vocational education funds that the SBCC has not requested, even though certain items on the "tentative" budget the SBCC considered at its January 1988 meeting, to be requested of the 1988 General Assembly, show funds being requested for needs that could be supported by these federal vocational funds. Notwithstanding the lack of the request for this $191,130 by the SBCC, the State President of Community College System is reported in the News and Observer, January 28, 1988, to have told the Commission on the Future of the Community College System that: "We lack adequate funds ..." (p. 3c).

FACT #7. The State Plan, once approved, becomes a "contract" with the U.S. Department of Education. The Agreement in Attachment I is a part of the State Plan. Improper administration of the State Plan could cause the loss of federal vocational education funds to the state. For example, the following provision is contained in Sec. 504 of P.L. 98-524, as amended:

> Whenever the Secretary ... finds that – in the administration of the State plan or of programs conducted pursuant to it there is a failure to comply substantially with any such provision, the Secretary shall notify such State board that no further payments will be made to the State under this Act ....

According, THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION RECOMMENDS THAT THE STATE BOARD OF EDUCATION (SBE) REQUIRE ITS CONTROLLER TO FORWARD TO THE STATE BOARD OF COMMUNITY COLLEGES (SBCC) ALL OF THE AGREED UPON FEDERAL VOCATIONAL EDUCATION FUNDS AS SOON AS THE FUNDS BECOME AVAILABLE EACH FISCAL YEAR BASED UPON A SUBMISSION OF A REQUEST BY THE STATE PRESIDENT OF THE COMMUNITY COLLEGE SYSTEM THAT INDICATES THE USES OF THESE FUNDS AS APPROVED BY THE SBCC.

NORTH CAROLINA

WAKE COUNTY

AGREEMENT
BETWEEN
THE NORTH CAROLINA STATE BOARD OF EDUCATION
(THE STATE BOARD OF VOCATIONAL EDUCATION)
AND
THE STATE BOARD OF COMMUNITY COLLEGES

Pursuant to Section 111 of P. L. 98-524 (The Carl D. Perkins Vocational Education Act) the State Board of Education is authorized to delegate responsibilities for the administration and operation of federally funded vocational education programs to other state agencies.

Pursuant to this Agreement between the State Board of Education and the State Board of Community Colleges, the State Board of Education shall direct its Controller's Office, to allocate certain federal vocational education funds to the State Board of Community Colleges. These funds shall be allocated pursuant to the resolution adopted by the State Board of Education at its March, 1980 meeting and pursuant to Section 115C-158 of the General Statutes of North Carolina.

The State Board of Education, through its Controller's Office, agrees to reimburse the State Board of Community Colleges for the expenditure of funds eligible for reimbursement from federal sources and in accordance with the resolution referenced in paragraph two above. Reimbursement will be made upon written documentation from the State Board of Community Colleges verifying the expenditures of said funds and will be contingent upon the availability of federal funds to the State Board of Education.

The State Board of Community Colleges, through the Department of Community Colleges, and its State President makes the following assurances;

(1) That the operation of those postsecondary and adult vocational and technical programs, services and activities under its jurisdiction and exclusive of the vocational programs provided by or through the public school system and which are funded with federal vocational education funds shall be planned, implemented, administered, supervised, and conducted pursuant to the General Statutes of North Carolina, the North Carolina State Plan for Vocational Education, P. L. 98-524, and applicable federal rules and regulations.

(2) That the State Board of Community Colleges, through the Department of Community Colleges, shall develop the postsecondary portion of the State Plan for Vocational Education and shall provide other required reports in adequate numbers at such times as may be required by P. L. 98-524.

The State Board of Education will insure that its Controller's Office and Division of Vocational Education will provide to the Department of Community Colleges such coordination as may be appropriate and/or required to comply with the General Statutes of North Carolina, the North Carolina State Plan for Vocational Education and P. L. 98-524.

The State Board of Education and the State Board of Community Colleges agree to cooperate in fulfilling the responsibilities and requirements involved in utilizing the federal vocational education funds referenced in this Agreement.

The effective date of this Agreement will be July 1, 1985 through June 30, 1988.

For the State Board of Community Colleges

3/15/85 — Date
J. L. A. Ferguson Jr.
Chairman, North Carolina State Board of Community Colleges

3/15/85 — Date
Robert W. Scott
State President, North Carolina Department of Community Colleges

For the State Board of Education

4/17/85 — Date
Barbara M. Jaynett
Chairman, North Carolina State Board of Education

4/17/85 — Date
State Superintendent of Public Instruction

THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION RECOMMENDS TO THE STATE BOARD OF EDUCATION AND TO THE STATE BOARD OF COMMUNITY COLLEGES THAT THE DISTRIBUTION OF FINANCIAL ASSISTANCE MADE AVAILABLE BY THE U.S. CONGRESS THROUGH THE CARL D. PERKINS VOCATIONAL EDUCATION ACT BE CHANGED

Adopted August 28, 1987

The State Advisory Council on Vocational Education, hereinafter called "The Council," is charged by the Carl D. Perkins Vocational Education Act, Public Law 98-524, as amended to assess the distribution of financial assistance furnished under the Act, particularly with the analysis of the distribution of financial assistance between secondary vocational education programs and postsecondary vocational education programs. In the State of North Carolina the term "vocational" is synonymous with the terms "technical" and "occupational."

This mandate to The Council was dealt with as recently as August 1985. At that time, The Council recommended the distribution of federal vocational education funds to be 2/3 for secondary and 1/3 for postsecondary programs for the 1986-87 fiscal year, with a review of this distribution amount to be determined annually.

The Council is of the view that the current distribution now needs to be changed. The recommended changes are as follows:

- For fiscal year 1987-88, the distribution of federal vocational education funds should be 3/5 for secondary education and 2/5 for postsecondary, education, and
- For fiscal year 1988-89, the distribution should be a 50/50 split; 50 percent for secondary vocational education programs and 50 percent for postsecondary vocational education programs.

The Council realizes that this is late advice to the State Board of Education and to the State Board of Community Colleges. However, this advice is based on the fact that the 1987 General Assembly "fully funded" the regular vocational teaching positions in the public secondary schools when "The Current Operations

Appropriations Act of 1987" (Chapter 738, House Bill 1514) was ratified on August 7, 1987. This Act is to be "fully" appropriated beginning with the 1988-89 fiscal year. Consequently, now is the time to make the changes as recommended by The Council.

There are a number of reasons to make the changes in the distribution of federal funds for secondary and postsecondary vocational education programs. None are more persuasive than the fact that state appropriations were provided by the 1987 General Assembly for the salaries of secondary vocational education teachers, fully effective at the beginning of the 1988-89 fiscal year. Therefore, the fiscal impact of increasing the flow of federal vocational education funds to the community college system should not be noticeable to secondary vocational education programs during the 1987-89 period. Accordingly, THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION RECOMMENDS TO THE STATE BOARD OF EDUCATION AND TO THE STATE BOARD OF COMMUNITY COLLEGES THAT THE DISTRIBUTION OF FINANCIAL ASSISTANCE MADE AVAILABLE BY THE U.S. CONGRESS THROUGH THE CARL D. PERKINS VOCATIONAL EDUCATION ACT BE CHANGED.

SEP 30 1987

September 2, 1987
Mid Pines Resort
Southern Pines, North Carolina

The North Carolina State Board of Education held its regular monthly meeting in conjunction with a planning retreat. The first session was devoted to an orientation session for new members. Following the orientation session, each committee of the Board met to review and discuss agenda items.

September 3, 1987
Mid Pines Resort
Southern Pines, North Carolina

The North Carolina State Board of Education met in its Business Session with the following members present:

Jere Drummond, Chair
Barbara Tapscott, Vice-chair
State Treasurer Boyles
James Chavis
Howard Haworth
Lt. Governor Jordan
William Meekins
Mary Morgan
Patricia Neal
Cary Owen
Donald Pollock
Prezell Robinson
Norma Turnage

The invocation was given by Dr. Robinson.

Chairman Drummond introduced Fredericka Bryant and Allison Jonas, the Board's new student advisors. Ms. Bryant attends West Charlotte High School, and Ms. Jonas attends East Lincoln Senior High School.

Approval of Minutes. Upon motion by Dr. Robinson, seconded by Mrs. Owen, the Board approved the minutes of the July meeting.

Committee Reports. The Chairman commended all committees for their hard work and the thorough manner in which they conducted business. The Business, Personnel, Program, and Executive committees presented reports from meetings held the previous day. The Board took the following action on committee reports.

BUSINESS COMMITTEE - Mr. Haworth, Chair

1. Allotment

Vocational Education

Upon motion by Mr. Haworth, seconded by Mr. Meekins the Board approved federal funds in the amount of $69,000 to award the Prospective Vocational Teacher Scholarships for school year 1987-88. The 1984 Carl D. Perkins Vocational Education Act, Title II-B, Section 251 (b) authorizes the use of funds for the provision of inservice and preservice training designed to increase the competence of vocational education teachers, counselors, and administrators. The Prospective Vocational Teacher Scholarship is for individuals desiring to become vocational education teachers and is made available on a competitive basis to graduating high school seniors and college/university students to combat the teacher shortage in vocational education.

9. Use of Expansion Positions and Funds

Upon motion by Dr. Tapscott, seconded by Mrs. Morgan, the Board approved policies for implementation of House Bill 1514 which allows a limited amount of flexibility to local administrative units in the use of funds for teachers. Staff will monitor requests from local administrative units and make periodic reports to the Board on how these expansion positions are being used. (See Folder #2)

10. Recommendation from the Vocational Education Advisory Council

The Vocational Education Advisory Council recommended that the State Board revise the distribution formula from the current 2/3 (secondary) and 1/3 (post secondary) to 3/5 (secondary) and 2/5 (post secondary) in 1987-88 and 50-50 in 1988-89. Upon motion by Dr. Tapscott, seconded by Mr. Meekins, the Board indicated that it felt it would be premature for it to consider redistribution of funds due to the uncertainty of vocational dollars and the non-supplant language in state statutes regarding the former local vocational match and until the Basic Education Plan is in place. (See Folder #2)

PERSONNEL COMMITTEE - Mrs. Turnage, Chair

1. Initial Certification Plans

Upon motion by Mrs. Turnage, seconded by Dr. Chavis, the Board approved the Initial Certification Program Plan for Saint Mary's College. The Plan was developed and reviewed in accordance with state guidelines and criteria related to program administration, implementation, and evaluation as adopted by the Board. (See Folder #4)

2. Recommendations for Approval of Teacher Education Program

Upon motion by Mrs. Turnage, seconded by Mr. Haworth, the Board approved the recommendations of the State Evaluation Committee on Teacher Education regarding the approval of teacher education programs in colleges and universities. (See Folder #4)

3. Update and Analysis of Career Development Program

The Board received, as information, an update on the implementation of the Career Development Program including an analysis of the number of persons who have achieved Career Status and a program evaluation design.

4. Revision of Substitute Teacher Policies

Upon motion by Mrs. Turnage, seconded by Mrs. Owen, the Board approved revisions to substitute teacher policies. The Board at its January 8, 1987, meeting adopted substitute teacher policies. The 1987 Session of the General Assembly adopted legislation establishing the daily rate of pay for substitute teacher which differs from policies adopted by the Board. This action will conform the Board's policies on substitute

Minutes of Regular Meeting
State Board of Community Colleges
Board Room, Caswell Building
Raleigh, North Carolina

NOV 24 1987

November 12, 1987

9:05 A.M.

The regular meeting of the State Board of Community Colleges was called to order by the Chairman, John Forlines.

COMMITTEE MEETINGS. The following committees met to take action before them: Policy Committee, Program Services Committee, Adult and Continuing Education Committee, Research and Information Committee, and Financial Services Committee.

RECOGNITION OF GUESTS. The following guests were present: Kathleen S. Orringer, Charlotte Ashcraft, Mike Latta, Glen Hunter, Andy Reese, John Sledge, Helen Newsome, Rick Garrett, Mandy Mandenhall, Sandra Babson, Coy Hudson, Liz Clarke, Cleatrice D. Mitchell, Harold E. Mitchell, and Elizabeth S. Bowser.

11:40 A.M.

The State Board of Community Colleges met with the following members present:

John Forlines, Chairman	Edward High
Lynn N. Kelso, Vice Chairman	Grady Franklin
Robert Jordan, Lt. Governor	J. P. Huskins
Barbara Allen	Wayne Peterson
Royce Angel	Sam Roebuck
Joanne Bowie	Bill Simpson
Asa Dail	Jason Parker
Richard Daugherty	Dwight Quinn
Donald Eudy	Lorenzo Shoffner

APPROVAL OF MINUTES. Upon motion of Joanne Bowie and second by Barbara Allen, the Board approved the minutes of the October 8, 1987, meeting.

APPROVAL OF PRESIDENT. Mrs. Helen Newsome, Chairman of the Board of Trustees of Roanoke-Chowan Community College, presented Dr. Harold E. Mitchell as the trustees' selection for President of Roanoke-Chowan Community College and requested the State Board's approval. Upon motion of Lorenzo Shoffner and second by Wayne Peterson, the Board approved Dr. Mitchell's appointment effective December 1, 1987.

COMMITTEE TO SELECT I. E. READY AWARD WINNERS. Lynn Kelso reported that official forms are being distributed for nominating individuals to receive an award on May 17, 1988. Forms may be secured from Helen Dowdy and should be returned to her by February 1, 1988. Members of the selection committee are: Lynn N. Kelso, Chairman, Harlan E. Boyles, Kathleen S. Orringer, Bruce I. Howell, and Helen B. Dowdy.

REPORT OF STANDING COMMITTEES. Upon motion of Wayne Peterson and second by Asa Dail, the Board approved the following action of the standing committees.

POLICY COMMITTEE

For Action

Responses to the Recommendations made by the State Advisory Council on Vocational Education. The Board approved the responses to the recommendations that were made by the State Advisory Council on Vocational Education. These recommendations were directed to the State Board of Community Colleges by the Council in its August 28, 1987 meeting.
(See Attachment No. 1 in folder 11-87)

North Carolina Vocational Education Performance Report. The Board received for information the postsecondary portion (pages 67-81) of the North Carolina Vocational Education Performance Report. This report is required by the Office of Management and Budget and covers the program year '86-87. This report contains the results and accomplishments of expending the post-secondary portion of the Federal Vocational Education funds that are specifically set aside to serve the (1)handicapped, (2)disadvantaged, (3)adults who are in need of training or retraining, (4)single parents or homemakers, (5)individuals who participate in programs designed to eliminate sex bias, and (6)criminal offenders who are serving in correctional institutions.
(See Attachment No. 2 in folder 11-87)

State Reserve Funds. The Board approved additional expenditure of State Board Reserve Funds as follows:
(See Attachment No. 3 and Addendum Page 10 in folder 11-87)

Project: Engineering Technology Recruitment
$3,500 to Gaston College

Recommendation: Adopted August 28, 1987

THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION RECOMMENDS TO THE STATE BOARD OF EDUCATION AND TO THE STATE BOARD OF COMMUNITY COLLEGES THAT THE DISTRIBUTION OF FINANCIAL ASSISTANCE MADE AVAILABLE BY THE U.S. CONGRESS THROUGH THE CARL D. PERKINS VOCATIONAL EDUCATION ACT BE CHANGED

Response:

The State Board of Community Colleges appreciates the Council's recommendation that the distribution of financial assistance made available by the U.S. Congress through the Carl D. Perkins Vocational Education Act be changed. The SBCC is especially appreciative of the favorable opinion this proposed re-distribution of federal funds implies about community college programs. However, The N.C. system of community colleges and the secondary vocational education system have shared the responsibility for vocational education and the available federal resources since 1963 with little, if any, controversy over the distribution formulas. The proposed change would alter the good working relationships established over the years, and the total impact of a re-distribution of the federal resources must be studied very carefully.

The SBCC realizes that changes, some national in scope, are taking place in the delivery of vocational education services, and these changes will have a significant impact upon both the secondary school system and the community college system. It is important, however, to insure that the disruption that comes with change is minimized, and that programs needed by students are maintained.

Vocational education funds are provided as a supplement to state funds. In many instances they have served as the catalyst to begin or improve programs continued and basically operated by state dollars. The exact distribution of the federal funds is therefore less important than whether the intended effects of the federal dollars in programs are occurring. The total funds available from both state and federal sources, and their specific uses are more important issues than the distribution of the federal dollars. Until the SBCC is assured that this recommendation is in the best interest of all vocational education in North Carolina the SBCC elects not to endorse it.

Attachment III

NORTH CAROLINA DISTRIBUTION BETWEEN SECONDARY
AND POSTSECONDARY - NORTH CAROLINA
ESTIMATED GRANT ANALYSIS"
OCTOBER 22, 1987

FISCAL YEAR 1987-88

1987-88 GRANT	$25,661,688
LESS TITLE III, PART B (H.E.)	980,660
PART A (C.B.O.)	181,139
TOTAL TITLE II AVAILABLE	24,499,881
LESS 7% ADMINISTRATION	1,714,992
TOTAL TITLE II FOR DISTRIBUTION	$22,784,889

In applying the distribution percentages for the secondary and postsecondary used since the 1963 Legislation, the following distribution is made:

ITEM/CATEGORY	% TO TOTAL	SECONDARY	COMM. COLL.	TOTAL
TITLE II ADMINSTRATION		$1,443,328	$271,664	$1,714,992
PART A:				
Handicapped	10.00%	1,518,993	759,496	2,278,489
Disadvantaged	22.00%	3,341,784	1,670,892	5,012,676
Adult	12.00%	0	2,734,187	2,734,187
Single Parent	8.50%	0	1,936,716	1,936,716
Sex Equity	3.50%	531,647	265,823	797,470
Corrections	1.00%	0	227,849	227,849
	57.00%	6,835,752	7,866,627	14,702,379
PART B:				
Program Improvement	43.00%	9,482,502	315,000	9,797,502
	100.00%	16,318,254	8,181,627	24,499,881
TITLE III:				
PART A Community Based Organizations		181,139	0	181,139
PART B Consumer/Homemaker Education		979,668	0	979,668
State Leadership		1,000	0	1,000
1987-88 Distribution		$17,480,061	$8,181,627	$25,661,688

Basic Grant Title Allocation	$25,661,688
Minimum 80% to eligible recipients	20,529,350
	5,132,338
Less: Total Basic Grant available for Admin.	1,714,992
Basic Grant available for other state activities	$3,417,346

NORTH CAROLINA DISTRIBUTION BETWEEN SE[illegible]ARY
AND POSTSECONDARY - NORTH CAROLINA
"ACTUAL GRANT ANALYSIS"
AUGUST 19, 1987

FISCAL YEAR 1987-88

1987-88 GRANT	$25,661,688
LESS TITLE III, PART B (H.E.)	980,660
PART A (C.B.O.)	181,139
TOTAL TITLE II AVAILABLE	24,499,801
LESS 7% ADMINISTRATION	1,714,992
TOTAL TITLE II FOR DISTRIBUTION	$22,784,889

In applying the distribution percentages for the secondary and postsecondary used since the 1963 Legislation, the following distribution is made:

ITEM/CATEGORY	% TO TOTAL	SECONDARY	COMM. COLL.
TITLE II ADMINSTRATION		$1,443,328	$271,664
PART A:			
Handicapped	10.00%	1,518,993	759,496 ✓
Disadvantaged	22.00%	3,341,784	1,670,892 ✓
Adult	12.00%	0	2,734,187 ✓
Single Parent	8.50%	0	1,936,716 ✓
Sex Equity	3.50%	531,647	265,823 ✓
Corrections	1.00%	0	227,849 ✓
	57.00%	6,835,752	7,866,627
PART B:			
Program Improvement	43.00%	9,497,502	300,000
	100.00%	16,333,254	8,166,627
TITLE III:			
PART A: Community Based Organizations		181,139	0
PART B: Consumer/Homemaker Education		979,668	0
State Leadership		1,000	0
1987-88 Distribution		$17,495,061	$8,166,627
Basic Grant Title Allocation		$25,661,688	
Minimum 80% to eligible recpients		20,529,350	
		5,132,338	
Less: Total Basic Grant available for Admin.		1,714,992	
Basic Grant available for other state activities		$3,417,346	

DIVISION OF
VOCATIONAL EDUCATION

DATE 10/19/87

MEMO TO: Jenny Billings

FROM: Cliff Belcher

Talked with Tom King. He needs an additional $15,000 of federal program improvement funds. I think for this year, but it is possibly 1988-89. I did not get all of specifics. Gave him an O.K. There is no trade-off involved. Alice will be in touch with you. Please help them. If questions, let me or Al know.

Thanks.

lw

c: Al Carson
Lou Thompson
Tom King

State Board of Education
Controller's Office

TO Henry Thomas

FROM Jenny Billings

SUBJECT 1988 Federal Fund Transfer

DATE October 22, 1987

Please transfer $15,000 from fund 3342, object 8323 for fiscal year 1988 to object 8451. Tom King has requested these additional funds and Cliff Belcher has agreed to this transfer.

JB:cd

cc: Cliff Belcher
Tom King
Gene Troutman

OCT 26 1987

Ok; for your info

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